

Miami-Dade County Public Schools

# Mater Academy Lakes High School



2015-16 School Improvement Plan

## Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

[ no web address on file ]

### School Demographics

#### School Type

High

#### 2014-15 Title I School

No

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

76%

#### Alternative/ESE Center

No

#### Charter School

Yes

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

95%

### School Grades History

Year  
Grade

2014-15  
A\*

2013-14  
A

2012-13  
A

2011-12  
B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Mater Lakes Academy High School, with immeasurable expectations for success in the classroom, in the community, and for the future, partner with teachers, administrators and staff, to create a challenging curriculum, moral values, loyalty and teamwork for a community of learners who are the successful leaders of tomorrow and epitomize the characteristics of truth, honor, and change.

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

Mater Lakes Academy will be a campus where students learn from teachers who are passionate about their subjects and consider it a privilege to pass knowledge to the minds of our students.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Mater Lakes Academy values every student and is committed to the safety and education of each individual in the school. In the classroom, differentiated instruction allows for individual learning styles to be addressed. All teachers at Mater Lakes Academy have an "open-door" policy and are available to address student needs not only during class, but also before and after school. In addition, teachers' e-mail addresses are posted on the Mater Lakes Academy website allowing for easy communication.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Student safety is one of the top priorities at Mater Lakes Academy. Our well trained administration, teachers, staff, and security team are on duty before, during, and after classroom hours in order to maintain a safe environment on campus.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Mater Lakes Code of Student Discipline is published and enforced by all teachers and school staff. This includes, but is not limited to, the use of the positive behavioral support system, verbal warnings for first offenses, phone calls to parents for continued offenses, detentions, and suspensions for more serious offenses. In addition, the school has adopted the Miami-Dade County Public School Code of Conduct plan. New and veteran staff members are required to attend workshops during pre-planning each year to ensure that the school-wide behavior system is fairly and consistently enforced in order to minimize distractions and keep students engaged from bell to bell.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our trained student services professionals are assigned to ensure that the needs of each student are being met including educational needs, as well as, social-emotional needs. Our student services department also has an open-door policy so that student concerns can be dealt with in a timely and efficient manner.



## Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Prior state-wide assessment scores, Interim Assessment data, teacher grades, student attendance, and suspensions are all analyzed through a collaborative effort among administrators, team leaders, and teachers to better tailor a differentiated approach to assess each student's needs.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

### Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	18	17	30	46	111
One or more suspensions	16	22	41	16	95
Course failure in ELA or Math	11	5	3	2	21
Level 1 on statewide assessment	23	21	0	0	44

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Administration will create a pull-out schedule for students who have been identified as possible level ones and twos.
- Reading-Language Arts departments will develop a monthly rotation amongst the Reading-Language Arts computer labs throughout the academic school day.
- Administration and Guidance Counselors will contact the parents or guardians of students who have excessive absences.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### **Description**

Lack of participation in school-wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors, fluent in the parents' home language, who will meet parents at the entrance of the school, as well as, call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process, as well as, review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Moreover, parents have limited understanding of student data (Baseline, Mid-Year, and FCAT) and how it affects teaching and learning. Parents also have a limited understanding of the Student Code of Conduct. Through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Communication is vital between all parties involved in our students educational process. A fluent and open line of communication through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership:**

<b>Name</b>	<b>Title</b>
Rovirosa, Rene	Principal
Groezinger, George	Assistant Principal
Enriquez, Marjorie	Assistant Principal

##### **Duties**

#### **Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Effective leadership is vital, therefore, in building our team we have considered the following:

- Principal who will ensure commitment and allocate resources;
- Vice-Principal will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem-solving
- Assistant Principal who will meet to review consensus, infrastructure, and implementation of building level.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The methodology used throughout the school involves several steps which include all members of the learning community. The school's funding has been allocated to emphasize on identification of students' needs, the intervention process, and the dissemination of information to the instructional staff that reinforces the concepts and ideas missed by the student.

The first step in this process is the identification of the needs of the students. The principal as the curricular leader of the school coordinates both the staff and resources to implement the plan. In addition, the principal, in consultation with the leadership team, hires the needed staff, formulates the professional development, and requires that staff report back with the data. The entire process is driven by the school's principal and it is managed through a delegation of roles.

T

he school's Leadership Team meets every two weeks with the purpose to review the school's current progress on the identified student needs. In addition, the Leadership Team meeting will at times include other staff members to make the process more inclusive. Research has demonstrated that, when multiple perspectives are analyzed, collective planning will ensure that successful strategies will be readily accepted by groups of individuals.

The leadership team has identified a lead member of the Leadership Team which is responsible for developing the meeting's agenda, planning, and communication. All the accountability data is collected by this individual and that data is compiled, disseminated and a preliminary analysis is done to provide the team with guidance prior to the meeting.

To describe the composition of the Leadership Team, it is structured to reflect the school's department chairperson and an additional teacher from each subject area that is responsible to support and substitute the department chairperson. The school's operating funds and EESAC funds are the primary income sources that are used to select the appropriate curricular materials, provide these staff members with salary supplements, and the purchase of additional supplementary material for the support of student learning outcomes. The purchase of material is based on the recommendation of these individuals. These members research and attend conferences where these materials are discussed. In turn, these individuals present the material and through a collective process the team reviews and chooses material based on their ability to reinforce cross-curricular instruction, the rigor and relevance to student learning, and cost of those materials. Once those materials are chosen, the team presents the resources, the cost and any documentation to the principal for approval and purchases.

Once the materials arrive, each department receives the approved materials. Meanwhile, the respective departments are receiving professional development either through the company or within in-house personnel that ensure each member is familiar with the product and its application to fidelity. The application of the materials is monitored by the department chairperson's through the analysis of the teacher's lesson plans and student grades. If there is any deviation from the plan, it is reported to the school's assistant principal which will speak to the teacher and provide a timeline to correct the deviation. If there is continued deviation from the accepted plan, the teacher will meet with the principal for documented corrective actions.

Fidelity to the program is the most important idea to maintain a clear focus and to ensure that the goals are met. One additional practice that the school uses is the weekly walk-through observation which is conducted by several individuals that include the schools: principal, assistant principal, math and reading coaches, and department chairperson. If a teacher is found to be deficient within any area, the team will assign a mentor to that individual and they will meet on a weekly basis until the issue is resolved. The weekly meetings will then transition to monthly checks which are intended to support and promote collegiality within the school.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Rene Rovirosa	Principal
Noelle Iglesias	Teacher
Matthew Bieule	Teacher
David Rovirosa	Teacher
Jessica Brown	Teacher
Shirrie Barany	Teacher
Toni Ruperez	Teacher
Rogelio Franco	Teacher
Marjorie Enriquez	Education Support Employee
Francisco Jimenez	Education Support Employee
Angie Hernandez	Parent
John Saunders	Parent
Jay Brady	Parent
Caroline Brady	Parent
Sylvia Irias	Parent
Wandy Romero	Parent
Soledad Serrano	Parent
Zaydee Capo	Parent
Anabel Lopez	Parent
Kevin Perez	Student
Jennifer Betancourt	Student
Daniel Capo	Student
Kyle Hernandez	Student
Randy Perez	Student
Hector Capo	Business/Community

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

Our EESAC Committee continually ensured the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup. The EESAC met on the following dates: 9/2/14, 10/7/14, 11/5/14, 1/6/15, 3/3/15 & 5/5/15 to discuss implementation and the progression of the SIP.

### *Development of this school improvement plan*

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students. The EESAC met on the following date to discuss and approve the SIP: 9/8/15 . Stakeholders were given the opportunity to

ask clarifying questions or provide feedback. The ESSAC will convene on the following dates: 11/10/15, 1/12/16, 3/8/16, & 5/10/16 to discuss the SIP's implementation.

*Preparation of the school's annual budget and plan*

Our EESAC Committee was appraised of all budgetary matters and their input was sought in matters concerning school safety and student achievement. Stakeholders were given the opportunity to ask clarifying questions or provide feedback. The committee approved the purchase of the Spring Board program at \$18.25 per student, totaling \$19,431.00. \$6,000 of the EESAC funds were used toward the purchase of the Springboard materials.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Funds were used toward the purchase of iXL materials for math classes and for Springboard materials in Language Arts classes at five dollars per student. A total of \$5,035 was spent for both programs.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Rovirosa, Rene	Principal
Groezinger, George	Assistant Principal
Bieule, Matthew	Instructional Coach
Brown, Jessica	Teacher, K-12
Enriquez, Marjorie	Other
Martinez, Alice	Administrative Support
Shear, Luanne	Teacher, K-12
Rovirosa, David	Administrative Support
Aleman, Zahilys	Teacher, K-12
Iglesias, Noelle	Administrative Support
Kemper, Elizabeth	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT promotes literacy within the school in the following ways:

A. The Leadership Team will meet monthly to:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency?

(common assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned?

(Response to Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
  3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
  5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
  6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
  7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
  8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives
- B. Work on continuously reviewing and modifying our literacy efforts for the school year based on areas needing improvement.
- C. Will train faculty and staff on the school's literacy initiatives through professional development and department meetings.
- D. Use data available to LLT and teachers to evaluate ALL students and find ways to continuously improve their literacy. The following data will be provided to LLT to interpret and disseminate.

- FAIR Assessments
- CELLA Assessment
- Baseline Assessments
- Pre and Post Tests
- Interim Assessments
- FCAT Scores
- EOC Scores
- Teacher Formative and Summative Assessments
- Student Portfolios
- IEP's
- Suspension Rates
- Attendance Rates

Data is analyzed and disaggregated first by the RtI leadership team. This data is used to drive instruction as well as to plan interventions. Responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.

-The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms.

-All teachers will promote reading and writing skills in their classrooms.

-All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.

-At least one member of the LLT will attend all EESAC meetings to report the LLT efforts to all stakeholders.

-At Mater Lakes Academy all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained. The establishment of a literacy leadership team will help facilitate many professional



developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.

A myriad of instructional resources are housed in our library, and word walls will be employed in every discipline.

The Literacy Leadership Team will be responsible for monitoring that reading strategies are implemented with fidelity.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

To encourage a positive working relationship between teachers, Mater Lakes Academy holds planning sessions and meetings on the grade-level and subject area level to ensure that teachers are working collaboratively on their vertical and horizontal planning.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Prospective teachers are interviewed by Administration and Department Heads to determine educational experience and expertise. In addition, the school has created an account through a recruitment website that enables the administrative team to effectively screen prospective hires before an interview.

In order to develop new teachers, the school provides a "New Teacher Orientation" for incoming teachers that are new to the school and/or new to the profession. The Orientation consists of workshops that discuss the following topics: Classroom Management, Gradebook Training, School Infrastructure, Common Board Configuration, Differentiated Instruction, and Technology in the Classroom. In addition, the administrative team prioritizes bi-weekly walkthroughs on all new hires, providing constructive feedback to each participant.

Highly qualified and veteran teachers are encouraged to continue their education and attend in and out of state professional development. Teachers are counseled yearly, as needed, on their certification status. This process keeps the school informed of each teacher's status and lets the teachers know what is needed to attain and/or retain their highly qualified status. Moreover, highly qualified teachers are expected to conduct in-house professional development workshops for new teachers in their perspective departments.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers at Mater Lakes Academy are paired with veteran teachers who teach the same subjects for the sharing of Best Practices and participation in weekly professional learning communities. New teachers and their mentors are given release time for observation, coaching, and planning.

The following activities are provided for teachers in the mentoring program to better assist them with the transition to the school and/or their teaching career:

- New Teacher Orientation- Teachers new to the school come in the week prior to pre-planning for workshops
- Common planning, weekly and monthly as needed
- Release time for observation of the mentor teacher or other professional
- Planning periods for modeling lessons and to provide feedback to the mentee on ways to improve or what he/she did well.

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Due to the increased rigor of the Florida Standards Assessments (FSA), Mater Lakes Academy ensures its core instructional programs and materials are in place to support and increase student achievement in core curricular areas. The administrative team, team leaders, and teachers prior to purchasing textbook and online software programs met and screened the material to see if it was aligned to the new standards. The purchasing of textbooks and software programs such as i-Ready, Ready Florida, Math XL, and Springboard, aligned to the Florida standards, provide educators and students the right tools necessary to increase student achievement. The administrative teams conducts observational walkthroughs to ensure that the instructional program and materials are being effectively utilized. Furthermore, professional development, team planning, and horizontal curriculum planning are vital components to further enhance the instructional approach.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing,

systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned?  
(Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.



7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

The proper use of data will enable the departments and individual instructors to identify the strengths and weakness of each individual student or view the students' progression by class periods. District baseline, fall, winter and post baseline assessments will be given to each student throughout the school year. Teachers will analyze the data, team plan with other subject area teachers, and communicate with their department heads the interpretation of the data to ensure that progress is being made and students are making learning gains. In addition, instructors will be asked to have a data binder, which will need to be accessible to any administrative personnel if requested on a walk-through observation. The data binder will consist of the results of each statement with a color-coded legend, identifying students who are proficient, near proficiency and the lower quartile. Moreover, teachers will incorporate a data chat log for each individual student. The data chat will open a line of communication and act as a source of motivation between the teacher and students. Students will view their progression or digression through the school year. Identifying their own strengths and deficiencies allows students to become accountable for their performance. In addition, teachers will identify the questions that students score the lowest on the assessments and allow students to work on questions for the first 10-15 minutes of each class period. Students will have a section in their binder labeled "bell ringers" where the questions will be stored and used as a reference prior to the FSA/EOC creating a phenomenal resource for the students and teachers. Furthermore, the students will create a foldable of all those questions that have been reviewed throughout the year. Students will put their creative spin to the foldable creating a sense of entitlement to their work. The foldable will act as a reinforcement and study guide towards the assessments, while targeting the benchmarks that need improvements. Foldables allow students to quickly organize, display, and arrange information, making it easier for students to grasp mathematical concepts and master the skills needed for success. Teachers will be able to use this hands-on activity as an alternative assessment tools to evaluate student progress or for students to evaluate their own progress, while providing a sense of student ownership in mastering the curriculum.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 0

***Strategy Rationale***

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

The school employs new student orientation nights, welcome back parent night, and open house for students and/or parents. The meeting provides the students and/or parents the ability to view the school's facilities and more information on the school's daily infrastructure such as bell schedule, block scheduling, and traffic patterns. In addition, the availability of counselors for students supports the transitional process. Furthermore, vertical teaming allows teachers to transition their students academic needs towards the next school year.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Our Student Services professionals counsel each student individually so that academic and career planning is comprehensive and specifically tailored to the learning needs of every student. This process is systemic and encompasses the evaluation of students standardized test scores, classroom grades, and teacher evaluations.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Our Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. Mater Lakes Academy High School supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Students are encouraged to matriculate in Advanced Placement courses and those students that qualify are encouraged to participate in the Dual Enrollment courses. Core area teachers distribute Community Service packets, beginning in grade nine, stressing the responsibility of the student to strengthen and improve community relations.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Core area teachers distribute Community Service packets beginning in grade nine stressing the responsibility of the student to strengthen and improve community relations.

Beginning as early as September, students are given specific lessons on college applications, scholarship preparation and interviewing skills. All students are recommended to complete a Silver Knights application, scholarship applications and college applications which encompass the skills necessary for real life situations such as application preparation, writing skills, interviews with active professionals, appropriate dress and networking skills.

This year we are offering 20 AP classes in 14 different subject areas and Honors classes are offered in each subject area. This year the PSAT will be administered to all of our 9th -10th graders here at the school. 11th graders have the option of taking the PSAT based on National Merit Scholarship opportunities. In addition, we strongly encourage our upperclassmen to participate in SAT and ACT Testing.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Open access to advanced placement courses expose students to college level instruction and rigor. Also, Dual Enrollment is available to all students after their ninth grade year that meet the requirements. High School feedback report is used to consul students into courses that best fit their student profile. College Readiness courses are provided in Mathematics and Language Arts to students who are in need of a course that will prepare them to perform at the post-secondary level upon their completion of high school. The student-service department, headed by the CAP advisor, provides students with resources to improve their college readiness indicators.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase student achievement by improving core instruction in all content areas.** 1a

G070892

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	91.0
AMO Math - All Students	
AMO Math - American Indian	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FSA Mathematics - Achievement	84.0
Math Gains	85.0
Math Lowest 25% Gains	84.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	85.0
AMO Reading - All Students	
AMO Reading - American Indian	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	65.0
CELLA Reading Proficiency	52.0
FSA English Language Arts - Achievement	76.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	70.0
Bio I EOC Pass	75.0
CELLA Writing Proficiency	50.0

**Resources Available to Support the Goal** 2

- Math: Math XL, Glencoe Math Series
- Science: USA Test Prep, Everglades K-12 Publishing Workbooks, Science Fair
- Social Science: Primary source textbooks, Newsela, CNN Student News
- ELA: Newsela, Scholastic Action, Springboard, USA Test Prep, EDGE program
- Technology: Smart Boards, Projectors, PC labs, Tablets

### Targeted Barriers to Achieving the Goal 3

- Lack of common assessments across the content areas/grade levels.

### Plan to Monitor Progress Toward G1. 8

Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure students are making progress toward the goal.

#### **Person Responsible**

George Groezinger

#### **Schedule**

Biweekly, from 11/10/2014 to 4/6/2015

#### **Evidence of Completion**

Interim assessment data will be evaluated to ensure students are performing at target levels.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G070892

**G1.B1** Lack of common assessments across the content areas/grade levels. **2**

 B184808

**G1.B1.S1** The implementation of a school wide formative/summative assessment calendar will aide to increase student achievement through the use of common assessments among the content areas/grade levels. Teachers will be able to plan assessments as departments, analyze the assessment data, and plan future lessons to better meet the needs of our students. **4**

 S196235

### Strategy Rationale

With an entire department covering the same material, it aides to ensure that standards have been taught with proficiency and mastered by a majority of the students at Mater Academy Lakes.

### Action Step 1 **5**

A professional development calendar for each content area will be revised.

#### Person Responsible

George Groezinger

#### Schedule

Quarterly, from 9/1/2015 to 5/6/2016

#### Evidence of Completion

Calendars provided by department heads

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will attend department meetings to ensure the PD calendars are being utilized and followed by department heads and instructional personnel.

**Person Responsible**

George Groezinger

**Schedule**

Biweekly, from 9/1/2015 to 5/29/2016

***Evidence of Completion***

Department agendas and sign-in logs.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk-throughs will be conducted to gather teacher performance data and student assessment data will be collected and analyzed.

**Person Responsible**

George Groezinger

**Schedule**

Monthly, from 9/1/2015 to 3/29/2016

***Evidence of Completion***



**G1.B1.S2** Providing online skills assessment and supplementary curriculum platforms will allow teachers to generate and share curriculum lessons, formative/summative within their perspective subject areas.

4

 S196236

### Strategy Rationale

Online supplementary resources is effective in its ability to offer just-in-time student assessment and evaluation. This capability has two effects. First, it provides instructors with data regarding the progress of the class and whether the objectives are being met. Second, it provides reinforcement of the concepts taught and provides opportunity for remediation.

### Action Step 1 5

Research, purchase, and train teachers on the new online supplementary resources.

#### Person Responsible

Matthew Bieule

#### Schedule

On 8/21/2015

#### Evidence of Completion

New online supplementary resources.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Department Heads and Administrators will monitor the online platform usage.

#### Person Responsible

George Groezinger

#### Schedule

Biweekly, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

Lesson plans and teacher data binders.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Department Heads will conduct horizontal team planning sessions to ensure teachers are collaborating to create similar lessons and assessments.

**Person Responsible**

George Groezinger

**Schedule**

Monthly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

Department meeting logs, teacher lesson plans.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A professional development calendar for each content area will be revised.	Groezinger, George	9/1/2015	Calendars provided by department heads	5/6/2016 quarterly
G1.B1.S2.A1	Research, purchase, and train teachers on the new online supplementary resources.	Bieule, Matthew	8/17/2015	New online supplementary resources.	8/21/2015 one-time
G1.MA1	Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure students are making progress toward the goal.	Groezinger, George	11/10/2014	Interim assessment data will be evaluated to ensure students are performing at target levels.	4/6/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs will be conducted to gather teacher performance data and student assessment data will be collected and analyzed.	Groezinger, George	9/1/2015		3/29/2016 monthly
G1.B1.S1.MA1	Administration will attend department meetings to ensure the PD calendars are being utilized and followed by department heads and instructional personnel.	Groezinger, George	9/1/2015	Department agendas and sign-in logs.	5/29/2016 biweekly
G1.B1.S2.MA1	Department Heads will conduct horizontal team planning sessions to ensure teachers are collaborating to create similar lessons and assessments.	Groezinger, George	9/1/2015	Department meeting logs, teacher lesson plans.	5/27/2016 monthly
G1.B1.S2.MA1	Department Heads and Administrators will monitor the online platform usage.	Groezinger, George	9/1/2015	Lesson plans and teacher data binders.	5/27/2016 biweekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Lack of common assessments across the content areas/grade levels.

**G1.B1.S1** The implementation of a school wide formative/summative assessment calendar will aide to increase student achievement through the use of common assessments among the content areas/grade levels. Teachers will be able to plan assessments as departments, analyze the assessment data, and plan future lessons to better meet the needs of our students.

### **PD Opportunity 1**

A professional development calendar for each content area will be revised.

#### **Facilitator**

George Groezinger

#### **Participants**

Team Leaders, Teachers

#### **Schedule**

Quarterly, from 9/1/2015 to 5/6/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	A professional development calendar for each content area will be revised.				\$0.00
2	G1.B1.S2.A1	Research, purchase, and train teachers on the new online supplementary resources.				\$39,931.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141		7018 - Mater Academy Lakes High School	General Fund		\$4,000.00
			Notes: Newsela			
	1141		7018 - Mater Academy Lakes High School	General Fund		\$19,431.00
			Notes: Springboard			
	1141		7018 - Mater Academy Lakes High School	Title I Part A		\$16,500.00
			Notes: Math XL			
Total:						\$39,931.00