

Miami-Dade County Public Schools

Mater Academy Lakes High School



2016-17 Schoolwide Improvement Plan

Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-12 | Yes | 76% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 95% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | A* | A | A |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mater Academy Lakes High School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 17 | 30 | 46 | 111 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 22 | 41 | 16 | 95 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 3 | 2 | 21 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

c. 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.
- Administration and Guidance Counselors will meet with parents or guardians and students who have violated school policy and have been suspended.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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, teacher phone calls/e-mails, parent workshops, and other school meetings keep families informed of assessment data and the Student Code of Conduct.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|--------------------|---------------------|
| Rovirosa, Rene | Principal |
| Enriquez, Marjorie | Assistant Principal |
| Brown, Jessica | Teacher, K-12 |
| Aleman, Zahilys | Teacher, K-12 |
| Gonzalez, Ismael | Teacher, K-12 |
| Lorenzo, Giovanni | Teacher, K-12 |
| Kemper, Elizabeth | Teacher, K-12 |
| Rovirosa, David | Teacher, K-12 |

b. Duties

1. 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;
- Assistant 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.
- Team Leaders (Department Heads) conduct monthly department meetings to share best practices and keep staff informed on current Mater Lakes policy, conduct data chats with their respective departments to aid in guiding instruction, and conduct routine observations to ensure instruction is ongoing and effective.

2. 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 step which include all members of the learning community. The school's funding has been allocated to emphasize the 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.

The school's Leadership Team meets monthly with the purpose to review the schools 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 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.

The Leadership Team 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 materials for the support of student learning outcomes. The purchase of new curricular materials 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 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 curricular 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 each department chairperson through an analysis of teacher lesson plans and student grades. If there is any deviation from the plan, it is reported to the school's assistant principal, who 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. Walk-throughs are conducted by several individuals, including the school's: principal, assistant principal, math and reading coaches, and department chairperson. If a teacher is found to be deficient in 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Rene Rovirosa | Principal |
| David Rovirosa | Teacher |
| Jessica Brown | Teacher |
| Shirrie Barany | Teacher |
| Toni Ruperez | Teacher |
| Rogelio Franco | Teacher |
| Marjorie Enriquez | Education Support Employee |
| John Saunders | Parent |
| Jay Brady | Business/Community |
| Caroline Brady | Parent |
| Sylvia Irias | Parent |
| Joann Felipe | Teacher |
| Alice Martinez | Education Support Employee |
| Thomas MacDonald | Parent |
| Gilma Castillo | Parent |
| Nored Rivera- Nunez | Education Support Employee |
| Matthew Biele | Student |
| Maria Perez | Parent |
| Haydmel Ascunce | Parent |
| Soledad Serrano | Parent |
| Lucrecia Alvarez | Parent |
| Keila Dominguez | Student |
| Christian Acevedo | Student |
| Felipe Gomez | Student |
| Katelynn Garcia | Student |
| Samuel Sanchez | Student |

b. Duties

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

a. 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: 9/8/15, 11/10/15, 1/12/16, 3/8/16, 3/29/16 & 5/24/16 to discuss implementation and the progression of the SIP.

b. 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: 9/27/16 . Stakeholders were given the opportunity to

ask clarifying questions or provide feedback. The ESSAC will convene on the following dates: 11/15/16, 1/24/17, 3/21/17, & 5/16/17 to discuss the SIP's implementation and progression.

c. 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 \$19.25 per student, totaling \$22,454.15. \$6,000 of the EESAC funds were used toward the purchase of the Springboard materials.

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

Funds were used toward the purchase of Springboard materials in Language Arts classes at five dollars per student. \$6,000.00 were used towards the purchase of Springboard materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------|------------------------|
| Rovirosa, Rene | Principal |
| Groeizinger, George | Assistant Principal |
| Bieule, Matthew | Assistant Principal |
| Brown, Jessica | Teacher, K-12 |
| Enriquez, Marjorie | Assistant Principal |
| Martinez, Alice | Administrative Support |
| Shear, Luanne | Teacher, K-12 |
| Rovirosa, David | Administrative Support |
| Aleman, Zahilys | Teacher, K-12 |
| Kemper, Elizabeth | Teacher, K-12 |
| Felipe, Joann | Teacher, K-12 |
| Gil, Melissa | Teacher, ESE |
| Rodriguez, Barbara | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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
 - Access 2.0 Assessment
 - Baseline Assessments
 - Pre and Post Tests
 - Interim Assessments
 - FCAT/FSA 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 sessions are planned to assist teachers in becoming teachers of reading. 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 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Due to the design and 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 new 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 Edge, Newsela, USA Test Prep, Imagine Learning, 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 walk-throughs to observe teaching practices to ensure that the instructional programs and materials are being effectively utilized. Florida standards correlation to daily lessons are evident in the lesson plans checked by administration and team leaders as well. Furthermore, professional development, team planning, and horizontal curriculum planning are vital components to further enhance the instructional approach.

b. Instructional Strategies

1. 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 Florida Standards)
- What progress is expected in each core curriculum area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments, teacher-made assessments, portfolios, District/State-wide assessments)
- How will we respond when grades, subject areas, a 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.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 parent/student orientation nights, welcome back parent night, and open house for students and/or parents. The meetings provide 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.

b. College and Career Readiness

1. 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. Parent workshops are offer throughout the year to include parents in the process as they are a key component to the students' success. This process is systemic and encompasses the evaluation of students' standardized test scores, classroom grades, and teacher evaluations.

2. 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. Students have the option to take courses that will enable them to receive certification in Childhood Development Associate (CDA) and/or Emergency Medical Responder (EMR).

3. 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. This allows students to explore different career opportunities and facilitate career choice.

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. Courses such as

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 -11th graders here at the school. Eleventh grade students take PSAT to identify National Merit Scholarship opportunities. In addition, we strongly encourage our upperclassmen to participate in SAT and ACT Testing.

4. 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.

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. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G087656

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 ELA 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 |

Targeted Barriers to Achieving the Goal 3

- Lack of in-depth knowledge of differentiated data analysis at the classroom level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math: Math XL, Glencoe Math Series
- Science: USA Test Prep, Everglades K-12 Publishing Workbooks, Science Fair, Gizmos
- 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

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

Rene Rovirosa

Schedule

Biweekly, from 8/31/2016 to 6/2/2017

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

 = Problem Solving Step  S123456 = Quick Key


G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G087656

G1.B1 Lack of in-depth knowledge of differentiated data analysis at the classroom level. 2

 B233023

G1.B1.S1 The school will provide professional development opportunities to teachers on how to access, analyze, and disaggregate data. 4

 S245968

Strategy Rationale

The use of data at the classroom level is imperative to increasing student achievement as it is ever changing. Teachers need to have in-depth knowledge of the process in order for them to be able to guide and aid students in making progress towards standards mastery. Students need to be made aware of areas for growth and held accountable for their progress as they are a crucial component to increasing their proficiency levels.

Action Step 1 5

Teachers will attend a school-based professional development on data analysis.

Person Responsible

Marjorie Enriquez

Schedule

On 8/30/2016

Evidence of Completion

Meeting rosters; Data binders

Action Step 2 5

Teachers will meet in departments to identify level 1 and 2 students and discuss ways to differentiate instruction.

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Data binders complete with student data conference forms and assessment information;
Department meeting agendas and sign-in sheets

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

Administration will attend departmental meetings and subsequently meet with Department Heads to discuss how each subject area is using data.

Person Responsible

Rene Rovirosa

Schedule

Monthly, from 8/31/2016 to 6/2/2017

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, as well as, to verify that as data changes, student conferences are being held to address each student's academic needs.

Person Responsible

Rene Rovirosa

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Observation reports, Classroom/District/State Assessments; Data binders

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.B1.S1.A1 A318651 | Teachers will attend a school-based professional development on data analysis. | Enriquez, Marjorie | 8/19/2016 | Meeting rosters; Data binders | 8/30/2016 one-time |
| G1.MA1 M331993 | Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure... | Rovirosa, Rene | 8/31/2016 | Interim assessment data will be evaluated to ensure students are performing at target levels. | 6/2/2017 biweekly |
| G1.B1.S1.MA1 M331983 | Classroom walk-throughs will be conducted to gather teacher performance data, as well as, to verify... | Rovirosa, Rene | 8/31/2016 | Observation reports, Classroom/District/ State Assessments; Data binders | 6/2/2017 monthly |
| G1.B1.S1.MA1 M331984 | Administration will attend departmental meetings and subsequently meet with Department Heads to... | Rovirosa, Rene | 8/31/2016 | Department agendas and sign-in logs. | 6/2/2017 monthly |
| G1.B1.S1.A2 A318652 | Teachers will meet in departments to identify level 1 and 2 students and discuss ways to... | Enriquez, Marjorie | 8/31/2016 | Data binders complete with student data conference forms and assessment information; Department meeting agendas and sign-in sheets | 6/2/2017 monthly |

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of in-depth knowledge of differentiated data analysis at the classroom level.

G1.B1.S1 The school will provide professional development opportunities to teachers on how to access, analyze, and disaggregate data.

PD Opportunity 1

Teachers will attend a school-based professional development on data analysis.

Facilitator

Joann Felipe; Administration to oversee event

Participants

Testing Coordinator, Team Leaders, Teachers

Schedule

On 8/30/2016

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of in-depth knowledge of differentiated data analysis at the classroom level.

G1.B1.S1 The school will provide professional development opportunities to teachers on how to access, analyze, and disaggregate data.

TA Opportunity 1

Teachers will meet in departments to identify level 1 and 2 students and discuss ways to differentiate instruction.

Facilitator

Department Heads; Administrators to oversee

Participants

Teachers

Schedule

Monthly, from 8/31/2016 to 6/2/2017

VII. Budget

| | | | |
|--------|-------------|---|--------|
| 1 | G1.B1.S1.A1 | Teachers will attend a school-based professional development on data analysis. | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will meet in departments to identify level 1 and 2 students and discuss ways to differentiate instruction. | \$0.00 |
| Total: | | | \$0.00 |