

School District of Osceola County, FL

Mater Brighton Lakes



2017-18 Schoolwide Improvement Plan

Mater Brighton Lakes

3200 PLEASANT HILL RD, Kissimmee, FL 34746

<https://www.materbrightonlakes.com>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

Year	2016-17	2015-16
Grade	B	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mater Brighton Lakes

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Mater Brighton Lakes Academy prepares our students to feel confidence and reach their potential by:

Blazing effectively through barriers by
Reaching academic excellence with
Ownership and endurance;
Never giving up and striving to become
Champions within the community as
Outstanding leaders who achieve
Success.

b. Provide the school's vision statement.

The vision of Mater Brighton Lakes Academy is to provide the best educational choice to fulfill the desire for knowledge through an innovative and rigorous college preparatory curriculum.

2. School Environment

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

Mater Brighton Lakes Academy believes in the importance of relationships and culture. The school provides various opportunities for parental involvement and contributions. Through parental involvement programs such as Title I Nights, School Advisory Council Meetings, and our Parent Association (PALS), the school encourages parents to volunteer and build a relationship with our school. Through these efforts, our school has had an opportunities to get to know our families and students. Teachers also offer educational opportunities for students to share their own stories and experiences.

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

Through our Positive Behavior Interventions and Support character building program, we have established expectations for all areas in our school. Posted in all our walls, expectations fall under the category of "Be Safe," "Be Respectful," and "Be Responsible." These are reinforced through classroom lessons and a token economy that encourages students to always strive to do their best.

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.

Mater Brighton Lakes Academy implements the Positive Behavior Interventions and Support system. All staff members are trained in using PBIS strategies to develop effective classroom environments. Through classroom lessons, PBIS Rallies, and location-specific posters, students learn the importance of being safe, responsible and respectful. Teachers use the Behavior Tracking Forms and Office Managed Referrals to document behavior that occurs in the classroom. Teachers also use

Class Dojo and a token economy to reinforce and track positive behavior. Mater Brighton Lakes Academy also follows the district's Code of Student Conduct.

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.

The school counselor has an open-door policy where students feel comfortable coming and sharing their social and emotional concerns. She has established a group meeting schedule to monitor and address the needs of students with behavior/ social and emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Mater Brighton Lakes Academy's early warning system indicates that 40% of the students were absent, 3% of students were suspended, 3% of the students earned a failing final grade in ELA or Math and approximately 16% of the students earned a level 1 on the Math or ELA FSA assessment.

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	50	43	45	45	43	44	24	39	0	0	0	0	0	333
One or more suspensions	3	1	0	4	0	2	7	7	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	11	0	0	6	5	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	21	9	39	20	29	0	0	0	0	0	118
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	1	0	14	5	25	10	18	0	0	0	0	0	76

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

Mater Brighton Lakes Academy's early warning system includes a variety of strategies to reduce the number of 90 percent attendance, suspensions, course failures and or academic struggling students. The school monitors attendance on a quarterly basis and administrators hold meetings with parents once it is noted that a student has surpassed 10 unexcused absences or 20 excused absences. The Attendance Review Committee will meet once students have reached 10 unexcused absences, 20 excused absences. Mater Brighton Lakes also employs the Positive Behavior Intervention Support system which focuses on highlighting positive behavior all the while also utilizing Teacher Behavior Tracking Forms and Office Managed referrals to track behaviors that occur in the classroom and throughout the school. This system assists with reducing the number of suspensions since it attends

to problems early on. At Mater, teachers meet with the administrative team on a quarterly basis to review the academic achievements of each student. The administration along with the teachers look at grades, assessment results, data from math and reading computer programs to detect students in need of greater assistance. Students are monitored through the Rtl process and are carefully monitored throughout the school year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/465767>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Mater Brighton Lakes builds partnerships with the local community agencies such as the Osceola County Firefighters as well as local businesses like Publix Stores and Universal Studios. These agencies volunteer their time to visit with the students at Mater Brighton Lakes during Career Day where they speak to all of the student body and explain their jobs and assignments as firefighters, paramedics and officers of the law. Mater Brighton Lakes also plans to partner with department stores such as the local Target store to provide the school with donations from the "Take Charge of Education" program where guests designate 1 percent of their purchases from their RED card to fund Mater Brighton Lakes.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Cangemi, Carmen	Principal
Dongo, Fiorella	Assistant Principal
Armstrong, Heidi	Administrative Support
Fuentes, Argeny	Dean
Scanlon, Elyse	Instructional Coach
Rodriguez, Michelle	Teacher, K-12
Llerena, Lizaira	Instructional Coach
Hood, Samantha	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.

The Mater Brighton Lakes MTSS team is comprised of various members of the administration, faculty and staff.

The Principal, Assistant Principal, and Lead Teacher (Carmen Cangemi, Fiorella Liddy, Heidi Armstrong): Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing appropriate instructional levels of support via classroom walk-throughs and informal and formal evaluations, ensure implementation of intervention support and documentation, and communicate with parents regarding school-based RtI plans and activities.

Grade Level Chairpersons (Ms. Price, Ms. Ms. Cartagena, Ms. Gonzalez, Ms. Marroquin, Ms. Rodriguez, Mr. Rodriguez, Ms. Llerena, Ms. Hood): Provide information about core instruction, participate in student data collection, lead biweekly team meetings to disseminate information and coordinate lesson plans.

SPED Chair, Dean of Discipline, and Student Services Chair (Ms. Armstrong, Ms. Fuentes and Ms. Rodriguez): support the teachers by assisting them with the RtI process, provide strategies/plans to support intervention support and communicate with teachers regarding school-based RtI plans.

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 school leadership team meets on a bi-monthly basis to discuss any areas in need of improvement in all core curricular areas in order to meet the needs of all students and maximize student outcomes. Instructional personnel and support staff are assigned according where the leadership team feels they can best serve the students. Resources are evaluated at the end of each school year based on the input from teachers and data is used to make decisions and changes in order to utilize resources that will have the highest impact in student achievement. Mater Brighton Lakes purchases textbooks and supplementary materials/resources that are aligned to the Language Arts Florida Standards, Mathematics Florida Standards and Science Next Generation Sunshine State Standards.

We utilize all available resources from the following federal programs:

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered.

The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carmen Cangemi	Principal
Heidi Armstrong	Teacher
Elyse Scanlon	Teacher
Michelle Rodriguez	Teacher
Lizaira Llerena	Teacher
Cheryll Hernandez	Parent
Sandra Suarez	Parent
Evelin Rivera	Parent
Rocio Snead	Parent
Tatiana Rodriguez	Parent
Damalia Geistlinger	Parent
Amanda Emanuel	Parent
Latoya Coley	Parent
Samantha Hood	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC will review last year's School Improvement Plan and provide feedback on proposed plans for Early Warning Signs.

b. Development of this school improvement plan

The council will meet monthly and discuss suggested goals for the following school year. Grade level teams will also gather to discuss the achievement of the goals based on the Mid-Year Report and in turn supply new goals for the areas that were making insufficient progress.

c. Preparation of the school's annual budget and plan

The School Advisory Council, through consensus, will decide how the annual budget/funds will be utilized for the school year. The meeting will be held in January of 2018 to make final decisions on the distribution of funds.

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

N/A

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
Armstrong, Heidi	Instructional Coach
Scanlon, Elyse	Teacher, K-12
Rodriguez, Michelle	Teacher, K-12
Llerena, Lizaira	Teacher, K-12

b. Duties

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

The literacy leadership team will follow the Comprehensive Reading Plan and will work together to improve literacy instruction across the curriculum. The Literacy Leadership team maintains a connection to the school's response to intervention process and a multi-tiered system of reading support to create a capacity of reading knowledge and focus on areas of concern. Major Initiatives of the LLT for the 2017-2018 school year are: Book Fair, Buddy Reading, Favorite Storybook Character Parade, and Reading Under the Stars (teachers/students read aloud).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All grade levels meet a minimum of one hour a week for collaborative planning. Our PLC's will help facilitate an opportunity for our teachers to collaborate with each other to build better programs for our school.

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

The school has a strategic plan in place to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. Highly qualified teachers are recruited through online programs such as Teachers- Teachers.com and local job fairs. Once hired, teachers are supported through weekly common planning times and quarterly meetings with administrative staff. During these meetings teachers are given an opportunity to discuss concerns and give their input about instruction and the curriculum. Through professional learning communities, teachers are given an opportunity to collaborate and take a role as a stakeholder in the carrying out the school's vision and mission. Teachers are provided with continuous professional development to support effective practices and allow them an opportunity to obtain renewal points in order to comply with certification requirements.

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

The mentoring program at Mater Brighton Lakes will pair new teachers with those that have had 3 years+ of teaching experience and those teachers that have consistently demonstrated mastery of teaching skills. Experienced and mastered teachers demonstrate they are consistently highly effective through annual evaluations and therefore are selected as role models to any beginning teacher. The

mentor and mentee will meet on a regular basis to discuss evidence-based strategies for each domain. The mentor will assist with the development of an evidence based portfolio including reflections from observations, interviews and professional development.

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.

The administration communicates with the vendors of the instructional programs and materials to ensure that they are aligned to the Language Arts and Mathematics Florida standards. In addition, teachers are asked to review the materials to make sure they will be effective in teaching the standards for their grade level.

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.

The administrative team conducts data chats with individual teachers on a quarterly basis to discuss student progress on weekly assessments, interim assessments, and computerized programs. Grade level teachers will meet monthly to discuss student progress on assessments and adjust instruction as needed. Teachers are provided with an assistant for 30 minutes on a daily basis so that the classroom teacher can focus on the needs of the lowest performing students.

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: After School Program

Minutes added to school year: 32,400

Mater Brighton Lakes will help provide an enriched and accelerated curriculum by offering students opportunities for after-school tutoring, Saturday tutoring, participation in clubs and activities that promote academic success.

Strategy Rationale

Mater Brighton Lakes strives to provide the entire school population multiple opportunities to meet upon success. Students are therefore provided with in-house tutoring, differentiated instruction, outsourced clubs that focus on math tutoring, as well as enriching activities such as the Robotics Club and the Team Robotics that competes with local groups.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cangemi, Carmen, carmen.cangemi@osceolaschools.net

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

The effectiveness of these strategies will be measured by analyzing the data collected from the interim assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming Cohorts- Mater Brighton Lakes employs a lottery system in which all applicants shall have an equal chance of being admitted through a random selection process conducted in conformity with Florida's Charter School Legislation. The school shall enroll any eligible student who submits a timely application. Siblings, employee and board member's children are given priority for registration at Mater Brighton Lakes.

Outgoing Cohorts- MBL has students up to 8th grade. MBL will explore outgoing cohort opportunities this year to serve their 8th grade population.

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.

MBL has at it's core a "Not if, but where" philosophy regarding college and career readiness. The school employs the following methods in order to promote this initiative:

- Career Day- MBL coordinates a Career Day to expose students to multiple careers and opportunities.

- College Going Culture - At MBL, every Homeroom develops a College and Career bulletin board which depicts their graduating class (e.i. Class of 2020) and different career paths in their future.

- Library books: MBL's Library has career oriented books the students can explore to research.
- Take your Child to Work - MBL encourages parents to "Take their Child to Work" so the students can be exposed to their parents' careers.

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Parent, staff, student / community engagement

ELL

ESE

MINORITY

B. 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.

C. Strategic Goals

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 all stakeholders engage in a systematic approach to establish rigorous, standards-based instruction, utilize common assessments and provide intervention and enrichment opportunities, then, student achievement will increase in all academic areas
- G2.** Mater Brighton Lakes will implement the STEAM club and participate in all SECME challenges.
- G3.** Mater Brighton Lakes Academy will implement differentiated instruction across all content areas.

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 all stakeholders engage in a systematic approach to establish rigorous, standards-based instruction, utilize common assessments and provide intervention and enrichment opportunities, then, student achievement will increase in all academic areas **1a**

G095444

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - SWD	20.0
FSA ELA Achievement - SWD	11.0
FSA ELA Achievement - ELL	31.0
FSA ELA Achievement - ELL	24.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	64.0
FSA Mathematics Achievement	63.0
Math Lowest 25% Gains	65.0
Math Gains	71.0
FSA Math Achievement - SWD	15.0
FSA Math Achievement - SWD	12.0
FSA Math Achievement - ELL	43.0
FSA Math Achievement - ELL	37.0
Algebra I EOC Pass Rate	80.0
Statewide Science Assessment Achievement	44.0
Civics EOC Pass	50.0
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal **3**

- Teachers have difficulty meeting with all parents within the first quarter of the school year.

Resources Available to Help Reduce or Eliminate the Barriers **2**

.

Plan to Monitor Progress Toward G1. **8**

Teachers will schedule parents ahead of time to secure parent conferences and therefore have sufficient time to be able to meet with each parent in the homeroom.

Person Responsible

Carmen Cangemi

Schedule

On 10/13/2017

Evidence of Completion

Teachers will collect a parent sign in sheet to note parent attendance.

G2. Mater Brighton Lakes will implement the STEAM club and participate in all SECME challenges. 1a

G095445

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Students need more opportunities to participate in activities related to the integration of Science, Technology, Engineering and Mathematics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vex IQ Curriculum

Plan to Monitor Progress Toward G2. 8

Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 9/30/2017 to 5/31/2018

Evidence of Completion

Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.

G3. Mater Brighton Lakes Academy will implement differentiated instruction across all content areas. 1a

G095446

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently.
- Teachers require additional support in using available resources to teach science concepts to students of varying reading levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL computerized program
- Computer Stations
- Graphic Organizers

Plan to Monitor Progress Toward G3. 8

The administrative team will conduct walk-throughs and meet with teachers to review grades, and assessment results.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Assessment results, student grades, and teacher observations

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. If all stakeholders engage in a systematic approach to establish rigorous, standards-based instruction, utilize common assessments and provide intervention and enrichment opportunities, then, student achievement will increase in all academic areas **1**

 **G095444**

G1.B1 Teachers have difficulty meeting with all parents within the first quarter of the school year. **2**

 **B256984**

G1.B1.S1 Teachers will meet or make phone contact with every parent before the end of the first quarter. **4**

 **S271871**

Strategy Rationale

Contact Log will be collected

Action Step 1 **5**

All teachers will schedule parent conferences by the end of the First Quarter

Person Responsible

Carmen Cangemi

Schedule

On 10/13/2017

Evidence of Completion

Teachers will turn in a log for parent conferences to show parental contact has been fulfilled.

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

Teachers will have a 90+ % parent conferences before the end of the first quarter.

Person Responsible

Carmen Cangemi

Schedule

On 10/13/2017

Evidence of Completion

Contact log will be collected for verification.

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

Teachers will call parents who were not able to attend for a mini conference over the phone.

Person Responsible

Carmen Cangemi

Schedule

On 10/13/2017

Evidence of Completion

Teachers will collect a parent sign-in sheet to note parent attendance.

G2. Mater Brighton Lakes will implement the STEAM club and participate in all SECME challenges. 1

 G095445

G2.B1 Students need more opportunities to participate in activities related to the integration of Science, Technology, Engineering and Mathematics. 2

 B256985

G2.B1.S1 Students need more opportunities to participate in activities related to the integration of Science, Technology, Engineering and Mathematics. 4

 S271872

Strategy Rationale

The STEAM club will prepare students to participate in all of the SECME activities such as the egg drop, the science olympiad, the water propelled rocket, and the banner challenge.

Action Step 1 5

Flyer will go home with STEM opportunities

Person Responsible

Fiorella Dongo

Schedule

On 9/20/2017

Evidence of Completion

Flyer will be filed

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Flyer responses will be forwarded to the PLTW Teacher

Person Responsible

Fiorella Dongo

Schedule

Daily, from 9/20/2017 to 9/30/2017

Evidence of Completion

PLTW teacher will receive a roster.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Mater Brighton Lakes will accommodate all students interested in STEAM activities afterschool

Person Responsible

Fiorella Dongo

Schedule

Daily, from 9/20/2017 to 9/30/2017

Evidence of Completion

Rosters will be collected from interest forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Mater Brighton Lakes will accommodate all students interested in STEAM activities afterschool

Person Responsible

Fiorella Dongo


Schedule

Daily, from 9/20/2017 to 9/30/2017

Evidence of Completion

Rosters will be collected from interest forms.

G3. Mater Brighton Lakes Academy will implement differentiated instruction across all content areas. 1

 G095446

G3.B1 In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently. 2

 B256986

G3.B1.S1 Provide professional development to teachers to assist in the implementation of the Daily 5 framework for instruction in reading. 4

 S271873

Strategy Rationale

The Daily 5 framework will allow for teachers to meet with small groups or confer with individual students while the rest of the students work on a series of literacy tasks.

Action Step 1 5

Teachers will take a PD on Differentiated instruction.

Person Responsible

Heidi Armstrong

Schedule

On 9/30/2017

Evidence of Completion

Teachers will work a plan to incorporate differentiated instruction during planning with the Lead Teacher that will be observable during administrative walk-throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will differentiate instruction in all areas

Person Responsible

Carmen Cangemi

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Administration will conduct Walk-throughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will provide differentiated instruction in all areas.

Person Responsible

Carmen Cangemi

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data will be collected at quarterly Data Chats.

G3.B2 Teachers require additional support in using available resources to teach science concepts to students of varying reading levels. 2

 B256987

G3.B2.S1 Increase the number of computer stations in the classroom and create a new computer lab.

4

 S271874

Strategy Rationale

Providing additional computer stations in the classrooms will allow students to use computer based programs more often to target their needs during differentiated instruction.

Action Step 1 5

Mater Brighton Lakes will make more computer time available to all students.

Person Responsible

Heidi Armstrong

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Computers will be ordered and Computer Lab Schedule will be posted.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Computer Lab Schedule will reflect maximum computer exposure for students.

Person Responsible

Heidi Armstrong

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Computer Lab Schedule will be posted

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Computer Lab Schedule will reflect maximum exposure to students

Person Responsible

Heidi Armstrong

















Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Computer Lab Schedule will be posted

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1  A364585	Flyer will go home with STEM opportunities	Dongo, Fiorella	9/20/2017	Flyer will be filed	9/20/2017 one-time
G2.B1.S1.MA1  M390164	Mater Brighton Lakes will accommodate all students interested in STEAM activities afterschool	Dongo, Fiorella	9/20/2017	Rosters will be collected from interest forms.	9/30/2017 daily
G2.B1.S1.MA1  M390165	Mater Brighton Lakes will accommodate all students interested in STEAM activities afterschool	Dongo, Fiorella	9/20/2017	Rosters will be collected from interest forms.	9/30/2017 daily
G2.B1.S1.MA1  M390166	Flyer responses will be forwarded to the PLTW Teacher	Dongo, Fiorella	9/20/2017	PLTW teacher will receive a roster.	9/30/2017 daily
G3.B1.S1.A1  A364586	Teachers will take a PD on Differentiated instruction.	Armstrong, Heidi	9/30/2017	Teachers will work a plan to incorporate differentiated instruction during planning with the Lead Teacher that will be observable during administrative walk-throughs.	9/30/2017 one-time
G1.MA1  M390163	Teachers will schedule parents ahead of time to secure parent conferences and therefore have...	Cangemi, Carmen	10/13/2017	Teachers will collect a parent sign in sheet to note parent attendance.	10/13/2017 one-time
G1.B1.S1.MA1  M390161	Teachers will call parents who were not able to attend for a mini conference over the phone.	Cangemi, Carmen	10/13/2017	Teachers will collect a parent sign-in sheet to note parent attendance.	10/13/2017 one-time
G1.B1.S1.MA1  M390162	Teachers will have a 90+ % parent conferences before the end of the first quarter.	Cangemi, Carmen	10/13/2017	Contact log will be collected for verification.	10/13/2017 one-time
G1.B1.S1.A1  A364584	All teachers will schedule parent conferences by the end of the First Quarter	Cangemi, Carmen	10/13/2017	Teachers will turn in a log for parent conferences to show parental contact has been fulfilled.	10/13/2017 one-time
G3.MA1  M390172	The administrative team will conduct walk-throughs and meet with teachers to review grades, and...	Cangemi, Carmen	8/10/2017	Assessment results, student grades, and teacher observations	5/30/2018 quarterly
G3.B2.S1.MA1  M390171	Computer Lab Schedule will reflect maximum computer exposure for students.	Armstrong, Heidi	8/10/2017	Computer Lab Schedule will be posted	5/30/2018 daily
G3.B2.S1.A1  A364587	Mater Brighton Lakes will make more computer time available to all students.	Armstrong, Heidi	8/10/2017	Computers will be ordered and Computer Lab Schedule will be posted.	5/30/2018 weekly
G2.MA1  M390167	Attendance logs, participation logs, competition results and student created projects will be used...	Cangemi, Carmen	9/30/2017	Attendance logs, participation logs, competition results and student created projects will be used to monitor the progress towards the goal.	5/31/2018 quarterly
G3.B1.S1.MA1  M390168	Teachers will provide differentiated instruction in all areas.	Cangemi, Carmen	8/10/2017	Data will be collected at quarterly Data Chats.	5/31/2018 quarterly
G3.B1.S1.MA1  M390169	Teachers will differentiate instruction in all areas	Cangemi, Carmen	9/1/2017	Administration will conduct Walk-throughs.	5/31/2018 daily
G3.B2.S1.MA1  M390170	Computer Lab Schedule will reflect maximum exposure to students	Armstrong, Heidi	8/10/2017	Computer Lab Schedule will be posted	5/31/2018 quarterly

V. Professional Development Opportunities

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

G3. Mater Brighton Lakes Academy will implement differentiated instruction across all content areas.

G3.B1 In order to meet the instructional needs of all students during language arts, teachers must manage their instructional time efficiently.

G3.B1.S1 Provide professional development to teachers to assist in the implementation of the Daily 5 framework for instruction in reading.

PD Opportunity 1

Teachers will take a PD on Differentiated instruction.

Facilitator

Heidi Armstrong

Participants

All teachers

Schedule

On 9/30/2017

VI. Technical Assistance Items

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

G3. Mater Brighton Lakes Academy will implement differentiated instruction across all content areas.

G3.B2 Teachers require additional support in using available resources to teach science concepts to students of varying reading levels.

G3.B2.S1 Increase the number of computer stations in the classroom and create a new computer lab.

TA Opportunity 1

Mater Brighton Lakes will make more computer time available to all students.

Facilitator

M. Torres

Participants

All Teachers

Schedule

Weekly, from 8/10/2017 to 5/30/2018

VII. Budget

1	G1.B1.S1.A1	All teachers will schedule parent conferences by the end of the First Quarter	\$0.00
2	G2.B1.S1.A1	Flyer will go home with STEM opportunities	\$0.00
3	G3.B1.S1.A1	Teachers will take a PD on Differentiated instruction.	\$0.00
4	G3.B2.S1.A1	Mater Brighton Lakes will make more computer time available to all students.	\$0.00
Total:			\$0.00