

Miami-Dade County Public Schools

Mater Academy Lakes Middle School



2017-18 Schoolwide Improvement Plan

Mater Academy Lakes Middle School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

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)
Middle School 6-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 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 Academy Lakes Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Middle 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. The school's Activities Director coordinates a variety of events to build morale and promote positive relationships amongst teachers, students, and community stakeholders. Additionally, Mater Academy Lakes High School encourages teachers to sponsor a wide-variety of clubs and athletic teams to strengthen relationships, character, bring awareness to cultural differences, and increase school spirit. Teachers make themselves available before and after school, with an open-door policy, to allow students to seek academic and social-emotional guidance. Parents and students may access teacher e-mail addresses through the school website, with a 24-hour response time. The school calendar is updated daily to promote club meetings, athletic practices/ games, school events, and other community involvement activities.

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. The school employees guidance counselors and special needs support. Additionally, the school utilizes a district-assigned school psychologist and social worker to support the safe and respectful school environment.

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.

Behavioral expectations are communicated explicitly to students upon application to the school within the student contract. Teachers post class expectations within their classroom, as well as in a mandated syllabus at the beginning of the year.

Behaviors included, but not limited to, attendance, uniform violations, and class disruptions are tracked through a school-wide application. Students receive demerits for violations and "Bear Points" for community service and serving after-school detentions. Students with accumulated balances of demerits may be withheld from attending school events and field trips. Students with "Bear Points" are rewarded through a variety of intermittent incentives offered by the school.

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 certified student services professionals are assigned to ensure that the needs of each student are being met including educational and 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 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.

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	9	10	8	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	34	34	18	0	0	0	0	86
Course failure in ELA or Math	0	0	0	0	0	0	18	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	29	51	73	0	0	0	0	153

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 utilizes a pull-out schedule for students who have been identified as possible level ones and twos on statewide assessments as an effort to improve and/or make learning gains.
- Tutoring is offered before and after school in the areas of reading and math for students who have scored level 1 or 2 on state assessments.
- 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 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/451338>.

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.

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 academic performance, community events, and parental involvement opportunities. The activities director supports the motivational and incentive programs at the school through organized school events in which the community stakeholders may also participate. School-based clubs and organizations promote their interests and strengthen relationships within the community.

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
Rovirosa, Rene	Principal
Bieule, Matthew	Assistant Principal
Gil, Melissa	Administrative Support
Burgos, Steven	Teacher, K-12
Franco, Rogelio	Teacher, K-12
Rodriguez, Barbara	Teacher, K-12
Martinez, Alice	Administrative Support
Kemper, Elizabeth	Teacher, K-12
Pena, Yasmine	School Counselor
Ludvigsen, Kelsey	Instructional Coach

b. Duties

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

The administrative team is comprised of the principal, assistant principals, and assistant administrators.

The principal insures commitment to the school's vision and mission through shared leadership with school stakeholders, making finalizing shared decision-making based on reported feedback from data chats, instructional observations, and stakeholder feedback.

Each assistant principal oversee specific domains of the instructional and operational goals and the decision-making that they entail to insure the success of the school. They build the master schedule, work with student support personnel to ensure compliance with course completion, and are an integral part of the recruitment process.

The administrative assistants focus on leading EESAC, Title 1, School Improvement, and the RtI Initiative. They provide additional support in building the master schedule, approving purchase orders for instructional resources, and facilitating staff/department meeting agenda items.

Department heads are considered quasi-administrators as they mentor and share best practices, for their respective instructional personnel. Together within the departments, shared-decision making takes place regarding effectiveness of instructional programs. They facilitate monthly meetings which include topics such as student performance, current news, and professional development opportunities. The department heads are viewed as integral members of the decision-making team because of their proximity to student learning.

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 steps 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 student needs drive the needs for personnel and curricular programming. The leadership team recruits the needed staff, formulates the professional development, and requests that each department facilitate meetings to determine the instructional programming (aligned to standards, enforces rigor, evidence-based) that will be used to ensure student success.

The leadership team meets monthly to address a variety of topics ranging from student progress, teacher performance, professional development needs, partnership opportunities, and school-wide events. Agendas for these meetings are developed by the designated assistant principal. This information is disseminated to the department heads to share with their respective instructors.

Federal funding is allocated for school personnel, operations, and instructional needs. Allocation of these funds are determined by the principal. The assistant principals utilize state funds, such as those from EESAC and Title 1, to support supplemental programs and paraprofessional needs geared toward the low socio-economic student population. Additional funding from federal and state programs support needs for students with exceptionalities and staff development.

Upon the arrival of instructional materials, each department head approves them in receipt, barcoding the materials for inventory. Meanwhile, the respective teachers within the 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 Roviroso	Principal
Toni Ruperez	Teacher
Rogelio Franco	Teacher
Marjorie Enriquez	Principal
Jay Brady	Business/Community
Samuel Sanchez	Student
Sylvia Irias	Parent
Caroline Brady	Parent
John Saunders	Parent
Shirrie Barany	Teacher
Joann Felipe	Teacher
Nored Rivera-Nunez	Teacher
Matthew Bieule	Education Support Employee
Alice Martinez	Education Support Employee
Soledad Serrano	Parent
Lucrecia Alvarez	Parent
Maria Perez	Parent
Haydmel Ascunce	Parent
Thomas MacDonald	Parent
Gilma Castillo	Parent
Adriana Sela	Student
Samuel Lopez	Student
Maria Reyes	Student
Steven Lopez	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

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

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: 9/27/16, 11/15/17, 1/24/17, 3/7/17, and 5/16/17 to discuss implementation and the progression of the SIP.

b. Development of this 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: 9/27/16, 11/15/17, 1/24/17, 3/7/17, and 5/16/17 to discuss implementation and the progression of the SIP.

c. Preparation of the school's annual budget and 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: 9/27/16, 11/15/17, 1/24/17, 3/7/17, and 5/16/17 to discuss implementation and the progression of the SIP.

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 \$50.00 per student. A total of \$6,000.00 was allocated towards the purchase of the 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
Bieule, Matthew	Assistant Principal
Roviroso, Rene	Assistant Principal
Enriquez, Marjorie	Assistant Principal
Rodriguez, Barbara	Teacher, K-12
Martinez, Alice	Administrative Support
Aleman, Zahily	Teacher, K-12
Kemper, Elizabeth	Teacher, Adult
Gil, Melissa	Teacher, ESE
Mansfield, Joanna	Teacher, Career/Technical
Felipe, Joann	Administrative Support

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

The Literacy Leadership Team (LLT) disaggregates data to set goals, monitor academic data and trends, as well as reflect on the goals at least three times annually. At Mater Academy Lakes High School, all teachers are required to embed literacy strategies into their instructional practices, as a cross-curricular initiative to improve student achievement. Additionally, the LLT promotes and supports the RtI initiatives in the school through evaluation of instructional strategies, intervention programs, and validity/effectiveness of programs implemented for students.

Administrative members of the LLT disaggregate data from state assessments to determine students who reading deficiencies and determine course placement. The information is disseminated to all staff to consider for instructional planning. Struggling readers who have not met proficiency are

placed in an Intensive Reading class to remediate reading and literacy skills through evidence-based instructional programs and strategies. Other members of the team monitor student performance of the following:

- FAIR Assessments
- Access 2.0 Assessment
- Baseline Assessments
- Pre and Post Tests
- Interim Assessments
- FCAT/FSA Scores
- Concordant FSA and Algebra 1 EOC Scores
- EOC Scores
- Teacher Formative and Summative Assessments
- Student Portfolios
- IEP's
- Suspension Rates
- Attendance Rates

Students with deficiencies are identified and then referred to the literacy coach who compiles individual student data across the curriculum. The coach collaborates with the LLT to develop intensive programming that will promote the success and improve student achievement in literacy. At least 3 times annually, students participate in diagnostic and progress monitoring assessments for reading. The data from these assessments is shared in department head meetings (including members of the LLT) to discuss reading strengths and areas for growth. This data drives the target standards to embed in instructional planning across all subject areas.

Mater Lakes Academy also collaborates with Mater Academy, Inc. to develop and provide professional development to all staff members for cross curricular reading initiatives. These sessions are promoted annually and are required by all Mater Academy, Inc. schools. Teachers of intensive reading classes are required to have or work towards a reading endorsement and report feedback to their respective department upon completion of each course with best practices and any pertinent instructional materials. Comprehensively, lesson plans reflect these strategies and differentiated instructional practices support the reading abilities of all learners.

In the physical environment, vocabulary is targeted through the use of interactive word walls in each teacher's classroom, which are referred to in daily instruction. The print rich environment supports reading skills in the content area. Students who are concurrently enrolled in Advanced Placement or College Level courses in English and the Peer Counseling course are assigned to work in the intensive classrooms. They support the facilitation of small group, targeted instruction, while applying their knowledge to assist their peers.

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.

The school employs a variety of strategies to encourage positive working relationships between teachers. During pre-planning week, the Leadership Team establishes a Social Committee, which serves as a coordinating group of teachers who plan monthly team-building events. Events include scavenger hunts, participation in sports events, and teacher "field days". In the instructional setting, 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. By providing these leadership opportunities, the school demonstrates great ability in retaining their highly qualified teachers and promoting their professional growth within the organization.

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

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. By providing these leadership opportunities, the school demonstrates great ability in retaining their highly qualified teachers and promoting their professional growth within the organization.

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. Prior to selection of instructional programs, samples and demonstrations from publishers are received and reviewed by the leadership team. Programs are evaluated based on criteria such as evidence-based results, alignment to Florida Standards, rigor, included supplemental resources, and its ability to reach all learners. The purchasing of evidence-based programs and supplemental resources aligned to the state standards are listed below:

English and Language Arts: Edge, Newsela, CommonLit, USA Test Prep, Imagine Learning, Curriculum Associates iReady, Math XL, and Springboard
Mathematics: Florida Math, Edgenuity, Resource Locker
Social Science: Pearson, McGraw-Hill, Prentice-Hill History, National Geographic

The administrative team 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 also evident in the lesson plans checked by administration and team leaders. Furthermore, professional development, team planning, and horizontal curriculum planning are vital components to further support utilization of the instructional programs.

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.

Response to Intervention (RtI) is the general education initiative required by administration to support the diverse needs of students in the classroom. District, statewide, and diagnostic assessments provide necessary data in the preliminary identification of struggling students. Formal and informal assessments in the classroom provide the teacher with an understanding of the students' ability to meet grade level objectives. Administration has implemented an RtI timeline in which the problem-solving process is utilized to "tier" students according to their unique learning needs to support their achievement. Once identified, a multi-disciplinary team is established for the tiered students. The team consists of an administrator, guidance counselor, general education teacher, interventionist, parent, and the student. Meetings are held before, during, and after the implementation of intervention to discuss student progress and determine effectiveness of the intervention program strategies in place. These in-class strategies incorporate differentiated instruction not limited to small group targeted instruction, supplemental programming, or intensive reading/math course enrollment. Students who continue to struggle in attaining proficient or advanced level on state assessments may be referred to the school psychologist, attend before or after-school tutoring, or pull-out tutoring which takes place during an elective.

Instructional personnel are required to have data chats during their monthly department meetings. 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.

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

Mater Academy Lakes collaborates with St. Thomas University through the grant-funded 21st Century Tutoring program afterschool. The program benefits both struggling and advanced students alike by providing remediation and enrichment after school, free of charge. Certified teachers plan and implement instruction, assist with homework, and provide time for athletics and fine arts.

Strategy Rationale

The 21st Century Tutoring program motivates parents to support the educational needs of their children by offering free supervision. Additionally athletic and fine arts opportunities are an incentive for attending the after school tutoring sessions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martinez, Alice, amartinez@dadeschools.net

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

Assessment data of students participating in 21st century is compared with non-participants. Additionally, bottom quartile students are recommended to attend the program to improve student success.

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.

Mater Lakes Academy houses all sixth grade classes together and students move from class to class in that section of the building. This is done to ease anxiety and support incoming students with transitioning from class to class. Moreover, the school employs new student orientation nights, a welcome back parent night, and open house for students and/or parents. The meetings provide the students and/or parents the ability to view the school's facilities and get more information on the school's daily infrastructure, such as, bell schedule, block scheduling, and traffic patterns. Our Student Services professionals counsel each student individually so that academic planning is comprehensive and specifically tailored to the learning needs of every student. Furthermore, vertical teaming allows teachers to transition their students' academic needs towards the next school year. In order to assist students in the transition to high school, the school provides high school credit courses in Math, Science and, Foreign Languages for qualifying students in middle school. Teachers in eighth grade subject areas strive to create a high school learning environment for students to help support a seamless transition from middle school to high school.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

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.

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

1 = 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

G096929

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - American Indian	
AMO Math - Asian	
AMO Math - African American	
Middle School Participation in EOC and Industry Certifications	100.0
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - White	
FSA Mathematics Achievement	78.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
Math Gains	68.0
Math Lowest 25% Gains	55.0
AMO Reading - All Students	
AMO Reading - American Indian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	80.0
CELLA Reading Proficiency	51.0
FSA ELA Achievement	75.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	63.0
Bio I EOC Pass	95.0
FCAT 2.0 Science Proficiency	55.0
AMO Reading - Asian	
CELLA Writing Proficiency	51.0

Targeted Barriers to Achieving the Goal 3

- Lack of in-depth knowledge of differentiated data analysis at the classroom level.
- English Language Learners (ELL) lack the reading and language skills necessary to read, interpret, and respond to Document-Based Questions with proficiency.

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: i-Ready, Ready Florida, Newsela, Scholastic Action, Springboard, USA Test Prep, Inside, Imagine Learning
- 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 our goal.

Person Responsible

George Groezinger

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

1 = Problem Solving Step  S123456 = Quick Key

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

G096929

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

B260757

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

S276138

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

Matthew Bieule

Schedule

On 6/9/2018

Evidence of Completion

Meeting rosters; Data binders

Action Step 2 5

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

Person Responsible

Matthew Bieule

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 sign-in sheets and agendas

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

Marjorie Enriquez

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

George Groezinger


Schedule

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

Evidence of Completion

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

G1.B2 English Language Learners (ELL) lack the reading and language skills necessary to read, interpret, and respond to Document-Based Questions with proficiency. **2**

 B260758

G1.B2.S1 Teachers will be provided strategies for instructing ELL students in reading and writing geared towards document based questions. **4**

 S276140

Strategy Rationale

Reading comprehension is developed through readers' abstraction and creation of the meaning of text for the purpose of either literary familiarity or acquiring and using information in various kinds of activities. English Language Learners (ELLs) benefit from participating in the same curriculum based instruction that mainstream students do. Different tools and assessments that can help ELLs reach this goal are introduced and explained with detailed examples such as background knowledge, running records, think alouds, story retelling, T-charts, and other visual tools such as highlighting, sticky notes, illustration, and diagrams. Furthermore, horizontal curriculum planning is vital to further enhance the instructional approach and assessments that ELLs require to increase their ability to comprehend text.

Action Step 1 **5**

In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based reading and writing to support ELL students.

Person Responsible

Matthew Bieule

Schedule

Monthly, from 8/14/2017 to 6/9/2018

Evidence of Completion

Team planning, department meetings, and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom Observations / Lesson Plans

Person Responsible

Matthew Bieule








Schedule

Biweekly, from 10/14/2017 to 10/14/2017

Evidence of Completion

Classroom observation logs, lesson plans incorporate appropriate ESOL strategies and activities

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					
G1.MA1  M399875	Bi-weekly assessment results will be monitored, as well as, Interim Assessment Results to ensure...	Groezinger, George	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  M399868	Classroom walk-throughs will be conducted to gather teacher performance data, as well as, to verify...	Groezinger, George	8/31/2016	Observation reports, Classroom/District/ State Assessments; Data binders	6/2/2017 monthly
G1.B1.S1.MA1  M399869	Administration will attend departmental meetings and subsequently meet with Department Heads to...	Enriquez, Marjorie	8/31/2016	Department agendas and sign-in logs.	6/2/2017 monthly
G1.B1.S1.A2  A371627	Teachers will meet in departments to identify level 1 and level 2 students and discuss ways to...	Bieule, Matthew	8/31/2016	Data binders complete with student data conference forms and assessment information; Department meeting sign-in sheets and agendas	6/2/2017 monthly
G1.B2.S1.MA1  M399872	Classroom Observations / Lesson Plans	Bieule, Matthew	10/14/2017	Classroom observation logs, lesson plans incorporate appropriate ESOL strategies and activities	10/14/2017 biweekly
G1.B1.S1.A1  A371626	Teachers will attend a school-based professional development on data analysis.	Bieule, Matthew	8/14/2017	Meeting rosters; Data binders	6/9/2018 one-time
G1.B2.S1.A1  A371629	In preparation for the new assessments and standards participants will collaborate on ways to...	Bieule, Matthew	8/14/2017	Team planning, department meetings, and lesson plans.	6/9/2018 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

Team Leaders, Testing Coordinator, Teachers

Schedule

On 6/9/2018

G1.B2 English Language Learners (ELL) lack the reading and language skills necessary to read, interpret, and respond to Document-Based Questions with proficiency.

G1.B2.S1 Teachers will be provided strategies for instructing ELL students in reading and writing geared towards document based questions.

PD Opportunity 1

In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based reading and writing to support ELL students.

Facilitator

Leilani Diaz, ESOL Coordinator

Participants

Instructional Personnel

Schedule

Monthly, from 8/14/2017 to 6/9/2018

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 level 2 students and discuss ways to differentiate instruction.

Facilitator

Department Heads; Administrator 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 level 2 students and discuss ways to differentiate instruction.	\$0.00
3	G1.B2.S1.A1	In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based reading and writing to support ELL students.	\$0.00
Total:			\$0.00