Mater Academy Lakes High School

2018-19 Schoolwide Improvement Plan

Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	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.

Table of Contents

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.

2018-19 DA Category and Statuses for Mater Academy Lakes High 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 High School, with immeasurable expectations for success in the classroom, in the community, and for the future, partner with teachers, administrators and staff, to create a challenging curriculum, moral values, loyalty and teamwork for a community of learners who are the successful leaders of tomorrow and epitomize the characteristics of truth, honor, and change.

b. Provide the school's vision statement.

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

2. School Environment

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

Mater Lakes Academy values every student and is committed to the safety and education of each individual in the school. The school's Activities Director coordinates a variety of events to build morale and promote positive relationships amongst teachers, students, and community stakeholders alike. 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 enhance school spirit. Teachers make themselves available before and after school, with an open-door policy, to enable 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 highly 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. Mater Lakes Academy has recently enhanced its security measures by adding law enforcement presence as well as a full-time armed security officer. 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 addressed within 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, § 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	0	0	0	10	14	26	22	72
One or more suspensions	0	0	0	0	0	0	0	0	0	21	21	20	18	80
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	1	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	62	65	0	158

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	14	1	0	15

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?
No

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

2. Description

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

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

Communication is vital between all parties involved in our students' educational process. A fluent and open line of communication through EESAC meetings, the school website, Connect-Ed, teacher phone calls/e-mails, parent workshops, and other school meetings keep families informed of 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
Enriquez, Marjorie	Assistant Principal
Aleman, Zahilys	Teacher, K-12
Gonzalez, Ismael	Teacher, K-12
Lorenzo, Giovanni	Teacher, K-12
Martinez, Alice	Administrative Support
Paez, Jennifer	Teacher, K-12
Mansfield, Joanna	Teacher, Career/Technical
Burgos, Steven	Administrative Support
Gil, Melissa	Administrative Support
Rodriguez, Barbara	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 Rovirosa	Principal
Rogelio Franco	Teacher
Marjorie Enriquez	Principal
John Saunders	Parent
Jay Brady	Business/Community
Caroline Brady	Parent
Sylvia Irias	Parent
Joann Felipe	Teacher
Alice Martinez	Education Support Employee
Thomas MacDonald	Parent
Gilma Castillo	Parent
Nored Rivera- Nunez	Teacher
Maria Perez	Parent
Haydmel Ascunce	Parent
Soledad Serrano	Parent
Lucrecia Alvarez	Parent
Samuel Sanchez	Student
Adriana Sela	Student
Steven Lopez	Student
Samuel Lopez	Student
Melissa Stonestreet	Education Support Employee
Barbara Rodriguez	Teacher

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: 9/06/18, 11/08/18, 1/17/19, 3/14/19, and 5/09/19 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: 9/06/18, 11/08/18, 1/17/19, 3/14/19, and 5/09/19 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: 9/06/18, 11/08/18, 1/17/19, 3/14/19, and 5/09/19 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 wordly Wise 3000 workbooks in an effort to remediate the bottom 25%. Two (2) classes at fifty dollars per student totaling $6,000.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

N/A

3. Literacy Leadership Team (LLT)

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

Name	Title
Rovirosa, Rene	Principal
Enriquez, Marjorie	Assistant Principal
Martinez, Alice	Administrative Support
Aleman, Zahilys	Teacher, K-12
Paez, Jennifer	Teacher, K-12
Felipe, Joann	Teacher, K-12
Burgos, Steven	Administrative Support
Stonestreet, Melissa	Administrative Support
Rodriguez, Barbara	Instructional Coach
Gonzalez, Adriana	Teacher, ESE

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:
iReady
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
Noredink.com
Commonlit.org
USA Test Prep

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.

Subject area teachers are encouraged to attend and participate in fellowship programs that propel professionalism and instill leadership, collaboration, and effective knowledge practice.

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, Grade book 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. New teachers are assigned a mentor who helps them develop strategies, skills and lesson plans throughout the school year. Additionally, mentors serve as exemplary educators who consistently provide emotional and professional support.

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 it's 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, Noredink.com, and Springboard
Mathematics: Florida Math, Resource Locker and iReady, Math XL
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 and push-in 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: After School 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 reinforce the academic 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.

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

b. College and Career Readiness

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

Our Student Services professionals counsel each student individually to insure academic and career planning is comprehensive and specifically tailored to the learning needs of every student. Parent workshops are offered throughout the year to include parents in the process as they are a key component to the students' success. They attend mandatory senior parent nights in which graduation

requirements are discussed. The school works within the Mater Academy, Inc. foundation to host college fairs as well as scheduled visits from state universities, vocational schools, and the armed forces. This process is systemic and encompasses the evaluation of students' standardized test scores, classroom grades, and teacher evaluations.

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

Mater Academy Lakes career and technical education programs span a gamut of opportunities to allow students to explore their post secondary interests.

Students demonstrating an interest in child development and/or the educational field have the opportunity to immerse themselves into theory and practice through the Early Childhood Education (ECE) program, which consists of four course levels. Students are prepared for certification exams in which they can earn a Childhood Development Associate (CDA) from the Department of Children and Families (DCF).

Students expressing interests in the medical field may opt for certification for Emergency Medical Response (EMR) or, the most recent certification as an Emergency Medical Technician. Mater Academy Lakes has partnered with Barry University for this program in which students take pre-requisite courses in Health Science and Anatomy before taking on the EMR and EMT coursework which includes practicums through ride-alongs and labs.

Mater Academy Lakes also offers a Law Studies program in which prospective law students take courses in comprehensive law, law studies, and constitutional law instructed by a State Bar Certified Attorney.

The school is now working toward the development of an Engineering program in which students study coding and robotics in a partnership with Miami Dade College North's Executive Pass program. This program provides students with career and technical education through STEM visits, campus field trips, and participating in lab demonstrations.

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

School support professionals provide academic advisement on a quarterly basis to students, monitoring their academic performance and gauging their career interests. Partnerships with Miami-Dade College North, Barry University, St. Thomas University and local community establishments support student achievement through a variety of on-campus visits, assemblies, and field trips.

Upon administration's development of the master schedule and collection of student course interest surveys during the mid-year, the leadership team determines best academic pathways to pair courses with their related career and technical education programs. For example, law studies students take social science courses that complement and support their content knowledge through courses in international relations, Advanced Placement Macroeconomics, and Government. Students in the ECE program are paired with Psychology and Peer Counseling electives. EMR and EMT students are enrolled in advanced coursework in bio-medical science and physical health courses. Counselors pair potential engineers with physics and higher level math courses.

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.

The school guidance team, headed by the CAP advisor, meet with junior and senior students each semester to evaluate their credit histories and ACT/SAT scores. The counselors arrange for on-

campus visits and college fairs in which students develop an awareness to the admissions criteria for the post-secondary college/institution interests. The school functions as a test center for both ACT and SAT exams to further motivate students to sign up for testing at their home school at their convenience. Test prep is also provided by the English and Math departments annually through a Saturday "Crossfit" style program.

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"Â? 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 Math 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 Math instruction is increased in all content areas then student achievement will improve. 1a

🔑 G100955

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	99.0
FSA Mathematics Achievement	65.0
Math Gains	55.0
Math Lowest 25% Gains	45.0
Algebra I EOC Pass Rate	70.0
Geometry EOC Pass Rate	70.0
CELLA Listening/Speaking Proficiency	65.0
CELLA Reading Proficiency	55.0
FSA ELA Achievement	77.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	58.0
Bio I EOC Pass	85.0
CELLA Writing Proficiency	55.0
AMO Math - All Students	
AMO Math - American Indian	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - All Students	
AMO Reading - American Indian	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal 3

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

- English Language Learners (ELL) lack the reading and language skills necessary to read, interpret, and respond to Math content area subject matter with proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math: SumDog, Edgenuity, HMH Math

- Science: USA Test Prep, Everglades K-12 Publishing Workbooks, Science Fair, Gizmos

- Social Science:Primary source textbooks, Newsela, CNN Student News

- ELA: Newsela, Ready Florida, Springboard, USA Test Prep, EDGE program

- Technology: Smart Boards, Projectors, PC labs, Tablets

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Rene Rovirosa

Schedule
Biweekly, from 8/27/2018 to 6/7/2019

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 =**   **S** = Strategy
                    Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G100955

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

🔑 B272185

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

🔑 S288209

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 Mathematics knowledge skills and implementation

Person Responsible

Marjorie Enriquez

Schedule

On 6/7/2019

Evidence of Completion

Meeting rosters; Data binders

Action Step 2 5

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

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Data binders complete with student data conference forms and assessment information; Department meeting agendas and sign-in sheets, as well as baseline data and mid-year assessments.

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

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

Person Responsible

Rene Rovirosa

Schedule

Monthly, from 8/27/2018 to 6/3/2019

Evidence of Completion

Department agendas and sign-in logs.

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

Classroom walk-throughs will be conducted to gather teacher performance data, as well as, to verify that as data changes, student conferences are being held to address each student's academic needs.

Person Responsible

Rene Rovirosa

Schedule

Monthly, from 9/4/2018 to 6/3/2019

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 Math content area subject matter with proficiency. [2]

🔍 B272186

G1.B2.S1 Teachers will infuse strategies for instructing ELL students in reading and writing geared towards document based questions, as well as mathematical problem solving skills. [4]

🔍 S288210

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, problem solve, and apply critical thinking skills.

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, as well as math strategies to support the ELL population.

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

Team planning, department meetings, and lesson plans.

Action Step 2 [5]

The ESOL Coordinator will facilitate cross curricular professional development to provide information on best practices and effective teaching strategies for ELL students.

Person Responsible

Zahilys Aleman

Schedule

Annually, from 8/13/2018 to 6/7/2019

Evidence of Completion

Meeting agenda, presentations, lesson plans

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

Classroom observations

Person Responsible

Marjorie Enriquez

Schedule

Biweekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

2017 CELLA Writing and 2017 FSA-ELA

Person Responsible

Marjorie Enriquez

Schedule

On 8/27/2018

Evidence of Completion

2017 CELLA Writing and 2017 FSA-ELA results

V. Professional Development Opportunities

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

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

G1.B1 Lack of in-depth knowledge of differentiated Math 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 Mathematics knowledge skills and implementation

Facilitator

Joann Felipe; Administration to oversee event

Participants

Testing Coordinator, Team Leaders, Teachers

Schedule

On 6/7/2019

G1.B2 English Language Learners (ELL) lack the reading and language skills necessary to read, interpret, and respond to Math content area subject matter with proficiency.

G1.B2.S1 Teachers will infuse strategies for instructing ELL students in reading and writing geared towards document based questions, as well as mathematical problem solving skills.

PD Opportunity 1

The ESOL Coordinator will facilitate cross curricular professional development to provide information on best practices and effective teaching strategies for ELL students.

Facilitator

Leilani Diaz, ESOL Coordinator, Department Heads, Math Coach

Participants

Instructional Personnel

Schedule

Annually, from 8/13/2018 to 6/7/2019

VI. Technical Assistance Items

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

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

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

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

TA Opportunity 1

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

Facilitator

Department Heads; Administrators to oversee

Participants

Teachers

Schedule

Monthly, from 8/13/2018 to 6/7/2019

VII. Budget

1	G1.B1.S1.A1	Teachers will attend a school-based professional development on Mathematics knowledge skills and implementation	$0.00
2	G1.B1.S1.A2	Teachers will meet in departments to identify level 1 and 2 students and discuss ways to differentiate instruction.	$0.00
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, as well as math strategies to support the ELL population.	$0.00
4	G1.B2.S1.A2	The ESOL Coordinator will facilitate cross curricular professional development to provide information on best practices and effective teaching strategies for ELL students.	$0.00
		Total:	$157,600.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B2.S1.MA1 🔑 M427833	2017 CELLA Writing and 2017 FSA-ELA	Enriquez, Marjorie	8/27/2018	2017 CELLA Writing and 2017 FSA-ELA results	8/27/2018 one-time
G1.B1.S1.MA1 🔑 M427831	Classroom walk-throughs will be conducted to gather teacher performance data, as well as, to verify...	Rovirosa, Rene	9/4/2018	Observation reports, Classroom/District/ State Assessments; Data binders	6/3/2019 monthly
G1.B1.S1.MA1 🔑 M427832	Administration will attend departmental meetings and subsequently meet with Department Heads to...	Rovirosa, Rene	8/27/2018	Department agendas and sign-in logs.	6/3/2019 monthly
G1.MA1 🔑 M427835	Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure...	Rovirosa, Rene	8/27/2018	Interim assessment data will be evaluated to ensure students are performing at target levels.	6/7/2019 biweekly
G1.B1.S1.A1 🔑 A391001	Teachers will attend a school-based professional development on Mathematics knowledge skills and...	Enriquez, Marjorie	8/13/2018	Meeting rosters; Data binders	6/7/2019 one-time
G1.B1.S1.A2 🔑 A391002	Teachers will meet in departments to identify level 1 and 2 students and discuss ways to...	Enriquez, Marjorie	8/13/2018	Data binders complete with student data conference forms and assessment information; Department meeting agendas and sign-in sheets, as well as baseline data and mid-year assessments.	6/7/2019 monthly
G1.B2.S1.MA1 🔑 M427834	Classroom observations	Enriquez, Marjorie	8/20/2018	Classroom observation logs, lesson plans incorporate appropriate ESOL strategies and activities	6/7/2019 biweekly
G1.B2.S1.A1 🔑 A391003	In preparation for the new assessments and standards participants will collaborate on ways to...	Enriquez, Marjorie	8/13/2018	Team planning, department meetings, and lesson plans.	6/7/2019 monthly
G1.B2.S1.A2 🔑 A391004	The ESOL Coordinator will facilitate cross curricular professional development to provide...	Aleman, Zahilys	8/13/2018	Meeting agenda, presentations, lesson plans	6/7/2019 annually