Mater Academy Lakes Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	76%

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

School Grades History

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

School Board Approval

N/A

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Rovirosa, Rene	Principal
Burgos, Steven	Administrative Support
Franco, Rogelio	Teacher, K-12
Martinez, Alice	Administrative Support
Paez, Jennifer	Teacher, K-12
Pena, Yasmine	School Counselor
Aleman, Zahilys	Teacher, K-12
Gil, Melissa	Administrative Support
Rodriguez, Barbara	Instructional Coach

Duties

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

The 2018-2019 administrative team consists 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.
The assistant principal oversee specific domains of the instructional and operational goals and the decision-making that necessary to insure the success of the school. The assistant principal builds the master schedule, work with student support personnel to ensure compliance with course completion, and are an integral part of the recruitment process.

The assistant administrators 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.

Early Warning Systems

Year 2017-18

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	13	16	15	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	29	33	34	0	0	0	0	96
Course failure in ELA or Math	0	0	0	0	0	0	1	3	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	29	43	53	0	0	0	0	125

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	1	3	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 9/3/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The component that performed the lowest according to the trend is science. Yes this is a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the previous year was ELA and Math, both charting a two (2) percent decrease.

Which data component had the biggest gap when compared to the state average?

The data component that had the greatest gap when compared to the state average was ELA with a 19% differential, and science with a 13% respectively.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was science with a 11% increase from the previous year.

Describe the actions or changes that led to the improvement in this area.

The changes that have led to the improvement in this area consists of science FCAT speed bag, Pearson I-Science series consumables digital resource, online programs such as Gizmos and BrainPop Jr, common planning, in addition to professional learning committees (PLC).

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	72%	56%	53%	69%	51%	52%
ELA Learning Gains	63%	56%	54%	64%	55%	53%
ELA Lowest 25th Percentile	53%	52%	47%	50%	51%	45%
Math Achievement	75%	56%	58%	70%	51%	55%
Math Learning Gains	54%	56%	57%	60%	53%	55%
Math Lowest 25th Percentile	49%	55%	51%	50%	48%	47%
Science Achievement	65%	52%	52%	58%	49%	50%
Social Studies Achievement	83%	73%	72%	79%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	13 (9)	16 (10)	15 (8)	44 (27)
One or more suspensions	29 (34)	33 (34)	34 (18)	96 (86)
Course failure in ELA or Math	1 (18)	3 (0)	0 (0)	4 (18)
Level 1 on statewide assessment	29 (29)	43 (51)	53 (73)	125 (153)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	64%	53%	11%	52%	12%
	2017	74%	53%	21%	52%	22%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2018	74%	54%	20%	51%	23%
	2017	70%	52%	18%	52%	18%
Same Grade Comparison		4%				
Cohort Comparison		0%				
08	2018	74%	59%	15%	58%	16%
	2017	74%	55%	19%	55%	19%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	68%	56%	12%	52%	16%
	2017	84%	52%	32%	51%	33%
Same Grade Comparison		-16%				
Cohort Comparison						
07	2018	75%	52%	23%	54%	21%
	2017	71%	49%	22%	53%	18%
Same Grade Comparison		4%				
Cohort Comparison		-9%				
08	2018	61%	38%	23%	45%	16%
	2017	58%	39%	19%	46%	12%
Same Grade Comparison		3%				
Cohort Comparison		-10%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	57%	44%	13%	50%	7%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	93%	65%	28%	65%	28%
2017	94%	62%	32%	63%	31%
Compare		-1%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	82%	72%	10%	71%	11%
2017	82%	69%	13%	69%	13%
Compare		0%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2018	94%	59%	35%	62%	32%
2017	99%	58%	41%	60%	39%
Compare		-5%			

		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2018	95%	54%	41%	56%	39%
2017	100%	48%	52%	53%	47%
Compare		-5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	67	64	52	45	31		40			
ELL	43	58	52	62	59	52	35	73	15		
BLK	79	61		74	72						
HSP	72	63	52	74	54	49	64	82	55		
WHT	65	60		70	45		82				
FRL	71	62	52	73	53	47	63	81	53		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	56	54		65	29						
ELL	35	54	52	54	54	49	16	56	8		
BLK	67	69		56	56						
HSP	74	66	61	77	67	54	55	84	50		
WHT	69	69		72	62		46				
FRL	72	66	63	74	64	51	49	84	45		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	(ELA and Math Bottom 25%) If core Instruction is increased in all content areas, then student achievement will improve.
Rationale	The utilization 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 level.
Intended Outcome	The intended outcome is to meet the needs of Mater Lakes students by utilizing the strategies that will serve the purpose of providing additional enrichment to students working below grade-level, or having difficulties on specific grade-level benchmarks in math and Reading. Students will benefit from being in a small group setting where their specific needs can be met.
Point Person	Rene Rovirosa (rrovirosa@dadeschools.net)

Action Step	
Description	The intervention strategies that will be employed by Mater Lakes Academy to improve the academic performance in the areas of math and reading will consist of our pull-in/pullout tutoring sessions, research based/computer based learning programs (I-Ready/Math XL/), as well as applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructor). Furthermore, administrators and teachers alike will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire effective techniques to incorporate during all math and reading content areas.
Person Responsible	Rene Rovirosa (rrovirosa@dadeschools.net)

Plan to Monitor Effectiveness	
Description	In an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady math and reading, mid-year baselines, will indicate student progress throughout the school year. in essence, this will provide useful insight as to the enhancement of instruction. Also, teachers will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Finally, the administrative team will monitor the data results on a monthly basis to support teachers with students who are not making adequate progress. The RtI/literacy leadership team will gather to discuss results and appropriate methods to intervene on specific cases that need assistance.
Person Responsible	Rene Rovirosa (rrovirosa@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will use the title I parent and family engagement policy to build camaraderie and increase involvement among all of its stakeholder.

PFEP Link

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

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.

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.

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 guide the needs for personnel and curricular programming. The leadership team recruits the necessary 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.

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.

Part V: Budget

Total:	**$205,800.00**