Mater Academy Lakes High School

2019-20 Schoolwide Improvement Plan

Table of Contents

Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

Demographics

Principal: Rene Rov IR Osa

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: A (65%) 2015-16: B (59%) 2014-15: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	B

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 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.

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	Job Duties and Responsibilities
Aleman, Zahilys	Administrative Support	Lead and manage the Language Arts Department while supporting Reading and actively creating the SIP. I also order materials for the department, facilitate professional development and sponsor clubs and organizations such as Key Club and Silver Knight.
Burgos, Steven	Administrative Support	Maintain active involvement in the school improvement planning process (SIP), Serve as the Advance Placement Coordinator, ensure Title I compliance, ensure use of effective, research-based teaching methodologies and practices as an overseer of the reading and social science departments including the reviewing of lesson plans, in addition to the mentoring program.
Gil, Melissa	Administrative Support	Converse with school officials, parents, and teachers, handle complaints, and address issues pertaining to students and school policies, test chair coordinator, SAT/ACT test supervisor, handles school press releases, manages school website, EESAC coordinator, elective/foreign language department liaison, over sees 21st century aftercare program.
Enriquez, Marjorie	Assistant Principal	As the Vice Principal, she provides the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Other responsibilities include the recruit, select, and hiring of school staff, including teachers and school-based support staff, as well as serve as liaison between teachers, parents, and the community alike.
Martinez, Alice	Assistant Principal	Assist the school principal in overall administration of instructional program and on site operations, master scheduling, charter school compliance management, conducting/administering campus fire drills, over sees the RTI process, runs the social media campaign, math and science liaison, supervise reporting and monitoring of student attendance and work with attendance clerk on followup investigation, conducts classroom observations and oversees STEM designation.
Gonzalez, Adriana	Teacher, ESE	She oversees the ESE students and their needs as well as accommodations. She also services teachers in order to facilitate student needs. She monitors and schedules meetings as well as provide assistance with RTI.
Rovirosa, Rene	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Other responsibilities include the recruit, select, and hiring of school staff, including teachers and school-based

Name	Title	Job Duties and Responsibilities
		support staff, as well as serve as liaison between teachers, parents, and the community alike.
Lorenzo, Giovanni	Teacher, K-12	Teaches advanced topics in mathematics such as Honors and AP. He Provides tutorial services for students and facilitates their individual needs. He also provides subject specific AP workshops in order to share pertinent information with teachers.
Paez, Jennifer	Teacher, Adult	As the Science Department Chairperson, she oversees all science related materials, facilitates for teachers and provides support for her students and teachers. She also facilitates materials for experiments and ideas for student involvement in outside Science projects. She also oversees the inclusion of STEM lessons.
Rodriguez, Wilmarge	School Counselor	Assist students prepare for academic achievement, ensure career readiness and develop personal or social competencies, listen to students' concerns about academic, emotional or social problems, She also oversees our Mental Health student wellness programs, assists with RTI and dual enrollment.
Rodriguez, Barbara	Teacher, Adult	Reading Teacher/Coach/Dept. Chair for 6-12; teacher of 11th/12th grade retakers for FSA/ACT/SAT who Orders all necessary curriculum and online programs 6-12 for intensive reading Provide consistent support for all of the intensive reading teachers 6-12, classroom support, supply them with effective instructional methods, resources, meetings, observations Work with admin and teachers to collect and analyze data, interpret, and use it to guide instructional decisions; Includes all data for all students FSA/iREady/FAIR, as well as ACT/SAT Register FAIR and iREady for testing- I make sure all teachers and students are in the system and active and provide assistance while collaborating with the person in charge of the tests in the companies Process grades, Lesson Plans, Unsatisfactory grade reports and verification grade reports Collaborate with all staff, teachers one on one and keep up to date with a variety of PD's that will facilitate instruction for my teachers and myself. Attend a variety of in house meetings with admin and staff PD liaison in collaboration with the ELA Dept. Chair

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	320	321	299	260	1200
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	13	7	5	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	8	13	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	30	28	32	27	117

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	14	1	0	15

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	59%	56%	72%	56%	53%
ELA Learning Gains	58%	54%	51%	58%	51%	49%
ELA Lowest 25th Percentile	47%	48%	42%	51%	45%	41%
Math Achievement	61%	54%	51%	61%	47%	49%
Math Learning Gains	58%	52%	48%	52%	47%	44%
Math Lowest 25th Percentile	47%	51%	45%	38%	45%	39%
Science Achievement	59%	68%	68%	81%	63%	65%
Social Studies Achievement	85%	76%	73%	90%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	320 (0)	321 (0)	299 (0)	260 (0)	1200 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	2 (0)	13 (0)	7 (0)	5 (0)	27 (0)
Course failure in ELA or Math	9 (0)	8 (0)	13 (0)	0 (0)	30 (0)
Level 1 on statewide assessment	30 (0)	28 (0)	32 (0)	27 (0)	117 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	76%	55%	21%	55%	21%
	2018	67%	54%	13%	53%	14%
Same Grade Comparison		9%				
Cohort Comparison						
10	2019	67%	53%	14%	53%	14%
	2018	68%	54%	14%	53%	15%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	68%	-9%	67%	-8%
2018	63%	65%	-2%	65%	-2%
Compare		-4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	71%	15%	70%	16%
2018	85%	67%	18%	68%	17%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	63%	2%	61%	4%
2018	57%	59%	-2%	62%	-5%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	54%	5%	57%	2%
2018	58%	54%	4%	56%	2%
Compare		1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	40	50									
ELL	38	47	38	48	57	50	49	70		93	62
BLK	73	73									
HSP	72	58	45	61	58	49	60	85		99	59
WHT	57	55		59	50		58	100		96	55
FRL	71	57	46	59	55	42	60	84		99	60

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
ELL	29	35	41	37	37	33	42	67		97	91
BLK	67	50									
HSP	68	53	43	57	40	33	64	86		99	63
WHT	69	62		67	50			100		100	73
FRL	66	52	43	56	39	33	63	86		98	63

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	50	50		39	41						
ELL	29	49	49	45	55	46	61	90		73	
BLK	56	44		50	44						
HSP	72	59	52	61	52	37	81	90		97	52
WHT	76	56		62	54		85	95		100	64
FRL	69	58	51	60	51	39	79	89		97	48

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	714
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that performed the lowest according to the trend is ELA grade 10 decreasing by 1%. Yes this is a
trend. The Biology EOC data also proves that scores decreased by 4% . This is a trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year is Science
as many learners in the lower 25% did not achieve adequate gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was science with
a percentage difference of approximately 10 percentage points.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Mathematics with increases of more than 10%. Our school implemented before and after school programs, push in and pull out tutoring and individual student follow-up and progress monitoring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The most concerning data from the EWS date is the number of students in grades 10 and 11 scoring at level 1 on FSA testing. (160 at level 1)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Safety
2. Mental Health Training and Awareness
3. Career Readiness
4. Increase achievement of bottom 25% in Math and ELA
5. Increase support for ELL population

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science (all levels 9-12)
Rationale	Due to the percentage decrease in specific scores, it is necessary to prioritize science across the curriculum.

State the measurable outcome the school plans to achieve	The school would like to increase scores by at least 5% for the 2020 school year. This will include students in the lower 25% as well as those who make up the largest portion of the science classrooms. Students will benefit from participating in cooperative group settings where their specific needs can be met and they will be able to work in small groups with peers and educators alike.
Person responsible for monitoring outcome	Jennifer Paez (jpaez@dadeschools.net)
Evidence-based Strategy	The strategies for intervention that will be employed by Mater Lakes Academy to improve the academic performance in the areas of science will consist of our tutoring sessions, research based/ computer based learning programs such as Gizmos, Brain Pop and our curriculum Glencoe Iscience which provides additional online resources. Additionally, students will implement STEM projects and strategies that will produce such competition worthy projects in areas like Robotics. Finally, applying differentiated Instruction in Science classrooms (Monitored by Curriculum Instructor) will furthermore enhance student learning. Administrators and teachers alike will be provided professional development opportunities through workshops, and lesson studies to acquire effective techniques to incorporate throughout all science content areas.
Rationale for Evidence-based Strategy	These strategies will ensure that the data received from the evidence-based strategies are reflective of each student. The use of data at the classroom level is imperative when increasing student achievement, especially in the lowest 25%. Educators as well as administrators will have in-depth knowledge of the process in order to be able to guide and aid students and support teachers in making progress towards standards mastery. Moreover, In an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from Gizmos, mid-year baselines, and other formative and summative assessments will indicate student progress throughout the school year. Consequently, the administrative team and science chair person will monitor the data results on a monthly basis to support teachers with students who are not making adequate progress.

Action Step	
Description	1. Data monitoring/binder (monthly) 2. Implement tutoring for select students 3. Team Planning (science teachers of all levels) 4. Teacher observations (admin. and department chairs) 5. Formative and summative assessments
Person Responsible	Marjorie Enriquez (enriquezmar@dadeschools.net)

#2	
Title	ELA and Math (Lowest 25%)
Rationale	Teachers will acquire in-depth knowledge of their subject area and the process in order for them to be able to guide and aid students in making progress towards standards mastery in Math and ELA. Students will be held accountable for their progress as they are a crucial component in increasing their proficiency levels.

State the measurable outcome the school plans to achieve	In order to meet the intended outcomes, Mater Lakes students will be exposed to and taught strategies that will provide additional enrichment especially to those working below grade-level or having difficulties on specific grade-level benchmarks in math and Reading. Students will benefit from differentiated instruction, small group setting, and push-in and pull-out tutoring where their specific needs can be met. For the reading portion of this goal, we expect scores to increase from 47% to 60% and for math, we expect an increase from 47% to 60% for the bottom 25% category. With these increases, we will meet the state and district standard.
Person responsible for monitoring outcome	Marjorie Enriquez (enriquezmar@dadeschools.net)
Evidence-based Strategy	The strategies that will be employed by Mater Lakes Academy in order to improve academic performance in of math and reading of our bottom 25% will consist of our push-in / pull-out tutoring sessions, research based/computer based learning programs (iReady/ Math XL/), as well as applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructors). Additionally, students will utilize such resources as Noredink.com, Zinc, and Khan Academy which will individualize and tailor their needs for achievement. 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.
Rationale for Evidence-based Strategy	Evidence-based strategies such as differentiated instruction and computer-based learning programs, have proven to be effective tools in the enhancement of student learning.Additionally, research shows evidence-based teaching strategies have the largest impact on student results. Therefore, in an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady math and reading, and baselines, will indicate student progress throughout the school year. In essence, this will provide critical 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. Conclusively, the administrative team will monitor data results monthly to support teachers with students who are not making adequate progress and provide additional support, resources, and possible parental involvement.

Action Step	
Description	1. Determine Level I & 2 Students 2. Push-in Tutoring 3. Differentiated Instruction 4. Monitor Data/Results 5. Leadership Team & Curriculum reviews
Person Responsible	Marjorie Enriquez (enriquezmar@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Science (all levels 9-12)	$0.00
2	III.A.	Areas of Focus: ELA and Math (Lowest 25%)	$0.00
		Total:	$0.00