
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Positive Culture & Environment	21
Budget to Support Goals	22

Mater Brighton Lakes Academy Preparatory High

3250 PLEASANT HILL ROAD, Kissimmee, FL 34746

<https://www.materprephigh.com>

Demographics

Principal: Carmen Cangemi

Start Date for this Principal: 8/24/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola County School Board.

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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	22

Mater Brighton Lakes Academy Preparatory High

3250 PLEASANT HILL ROAD, Kissimmee, FL 34746

<https://www.materprephigh.com>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

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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.

The mission of Mater Academy Preparatory High School is as follows:

Lead to inspire
Establish Relationships
Aspire for Excellence
Discover your Voice

Provide the school's vision statement.

The vision of Mater Academy Preparatory High School is create a community of leaders and life-long learners.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cangemi, Carmen	Principal	School principal -Budget, Facilities, Critical Incident Response, Annual Instructional Evaluations, Certification, Personnel Counseling, Master Schedule, Articulation, School Improvement Plan, RTI/Data Analysis/Chats
Moran, Tyler	Assistant Principal	Assistant Principal -Curriculum/Pacing Guides, Data Chats, Summer School, Transportation, School Improvement Plan, Test Administrator

Demographic Information

Principal start date

Monday 8/24/2020, Carmen Cangemi

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

3

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	88	45	0	0	133
Attendance below 90 percent	0	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	0	4	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	25	8	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	31	7	0	0	38

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

Date this data was collected or last updated

Sunday 8/30/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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	0%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
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					
2018					

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					
2018					

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

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

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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 data component that performed the lowest was Mathematics in the Lowest 25th Percentile. In 2020, this was also our lowest performance area. Overall, math is our area of weakness with inexperienced teachers; teachers that are new to the subject or are career changers and not been through a teacher preparation program. We will be working closely with the math department to provide extra resources and PDs to allow for them to gain more experience and become experts in their field.

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

This was our augural year therefore we compared data of the students from prior years. There were many changes in the ELA department with new personnel teaching at our school for the first time, and an increase in class sizes in certain grades due to lower enrollment numbers which forced department and class changes. These factors resulted in a slight decline in achievement.

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.

Math is overall our area of weakness, and we know we need to be creating stronger math teachers that are able to intensify instruction and close learning gaps to create strong mathematicians. We did make a slight gain from the year prior, so it is a start in the right direction.

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

The data component that had the greatest gap when compared to the state average was Math Achievement. Math is overall our area of weakness, and we know we need to be creating stronger math teachers that are able to intensify instruction and close learning gaps to create strong mathematicians. We did make a slight gain from the year prior, so it is a start in the right direction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The data component that had the greatest gap when compared to the state average was Math Achievement. Math is overall our area of weakness, and we know we need to be creating stronger math teachers that are able to intensify instruction and close learning gaps to create strong mathematicians. We did make a slight gain from the year prior, so it is a start in the right direction.

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

1. ELA Achievement
2. Math Achievement
3. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Differentiated Instruction in Mathematics. Differentiated instruction is not properly implemented in all classrooms across the entire school.

Measurable Outcome:

Through more targeted instruction and emphasis on differentiated instruction in mathematics, there will be an increase in student achievement in Mathematics. We intend to ensure high levels of learning to increase proficiency in all categories of mathematics: number and operations, algebra and algebraic thinking, measurement and data, and geometry . We will assess students at their grade level, determine their deficiencies and intervene at their weakest point to increase proficiency to an overall proficiency rate of 60%.

Person responsible for monitoring outcome:

Tyler Moran (ymoran@materbrightonlakes.com)

Evidence-based Strategy:

All teachers will closely monitor progress in mathematics using iReady diagnostic data. We will assess students using iReady three times a year. In between diagnostic sessions, we will hold data chats with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. The differentiated, small group instruction will be based upon the information gained from the iReady diagnostic assessment, which indicates the specific domain area in math to target.

Rationale for Evidence-based Strategy:

Math has is our area of weakness due to being 10% below the State average. In order to create a strong math department and proficient mathematicians, extra resources and supports are necessary. By using the ALEKS diagnostic data we will be provided a clear prescription for those students that currently need differentiated, small group instruction in areas of deficiency to close learning gaps and create proficient mathematicians. ALEKS diagnostics and targeted instruction are a great tool as the correlation between the spring diagnostic and the FSA are above 70% accurate which is considered strong by the National Center on Intensive Interventions. Additionally, small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment helps draw together groups of students who fit a particular instructional profile (Fountas & Pinnell 2011)

Action Steps to Implement

1. Staff will be trained in best practices and strategies for increasing student engagement and understanding through quality instruction to improve student numeracy.
2. Components of content-relevant strategies will include whole group instruction, small group instruction, and one-on-one data chats with students to meet their individual needs.
3. Training and mentoring will be offered in small group instruction to teachers.
4. After analyzing student diagnostic data on a quarterly basis, staff will identify students in need of targeted, tiered interventions, and be provided with instructional strategies to improve student numeracy proficiency.
5. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
6. Additional support will be offered to those students continuing to struggle with numeracy.
7. Staff will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. Students will track their own learning through teacher provided success criteria. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats. The Grade Level Chair will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, and Coaching for Implementation. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

#2. Instructional Practice specifically relating to ELA**Area of****Focus**

Differentiated Instruction in Literacy.

Description and Rationale:

Differentiated instruction is not being properly implemented in all classrooms across the entire school.

Measurable Outcome:

Through targeted instruction and emphasis on differentiated instruction in literacy, there will be an increase in student achievement in ELA. We intend to ensure high levels of learning to increase proficiency in all categories of reading: oral reading fluency, comprehension, vocabulary, writing, and grammar. We will assess students at their grade level, determine their deficiencies and intervene at their weakest point to increase proficiency to an overall proficiency rate of 60%. IReady diagnostics and targeted instruction are a great tool as the correlation between the spring diagnostic and the FSA are above 70% accurate which is considered strong by the National Center on Intensive Interventions. Small group instruction is effective because teaching is focused precisely on what students need to learn next to move forward. Ongoing observation of students, combined with systematic assessment enables you to draw groups of students who fit a particular instructional profile (Fountas and Pinnell, 2011)

Person responsible for monitoring outcome:

Tyler Moran (ymoran@materbrightonlakes.com)

Evidence-based Strategy:

All teachers will closely monitor progress in ELA using iReady diagnostic data. We will assess students using iReady three times in a year. In between diagnostic sessions, we will hold data chats with teachers to analyze student scores and determine which students are in need of interventions to allow for differentiated instruction. The differentiated and small group instruction will be based upon the information gained from the iReady diagnostic assessment, which indicates which specific domain area in reading to target.

Rationale for Evidence-based Strategy:

Literacy is an area where we haven't shown consistent growth and have been at least 6-8% below the State, so we would like to put more focus and emphasis on it in order to build a strong problem that is going to create proficient readers. By using diagnostic data we will be providee with a clear prescription for those students that currently need differentiated, small group instruction in areas of deficiency to close the learning gap and create proficient readers.

Action Steps to Implement

1. Staff will be trained in best practices and strategies for increasing student engagement and understanding through quality instruction to improve student literacy.
2. Components of content-relevant strategies will include whole group instruction, small group instruction, and one-one-one data chats with students to meet their individual needs.
3. Training and mentoring will be offered in small group instruction to teachers.
4. After analyzing student diagnostic data on a quarterly basis, staff will identify students in need of targeted, tiered interventions, and be provided with instructional strategies to improve student literacy proficiency.
5. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
6. Additional support will be offered to those students continuing to struggle with literacy.
7. Staff will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

The Grade Level Chairs will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, and Coaching for Implementation. All students will be monitored using iReady at the beginning, middle, and end of the year. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Science Achievement
Description and Rationale: We have not been able to experience science achievement gains in the last couple of years and would like to see our science program gain momentum for growth, and knowledge for our students.

Measurable Outcome: Through more targeted instruction and emphasis on extra resources and instructional materials, there will be an increase in student achievement in Science. We intend to ensure high levels of learning to increase proficiency in Science. We will assess students on grade level standards to determine their deficiencies and intervene to increase proficiency to an overall proficiency rate of 60%.

Person responsible for monitoring outcome: Tyler Moran (ymoran@materbrightonlakes.com)

Evidence-based Strategy: Using USA Test Prep standards-based assessment data and PrepWorks, we will be provided with a clear prescription to identify which standards teachers need to highly target to ensure students are on target for proficiency.

Rationale for Evidence-based Strategy: We have consistently been 6-7% below the State averages, and we have not been able to show growth and have remained stagnant. By putting extra emphasis on this department and utilizing further supports and instructional supplies, we're looking to see growth in this area. Such implementation will include: USA Test Prep, advanced placement courses, Biology, hiring experienced teachers, and Prepworks. According to independent studies, an increase of 10% passing rate is consistently seen with them implementation of USA Test Prep (National Education Suvey, 2019) Additionally, Prepworks has a historical success of an average increase of 29% score increase on EOCs (ELS Learning Systems, 2020)

Action Steps to Implement

1. Staff will be trained in best practices and strategies for increasing student engagement and understanding through quality instruction to improve student scientific knowledge.
2. Components of content-relevant strategies will include whole group instruction, small group instruction, and one-on-one data chats with students to meet their individual needs.
3. Training and mentoring will be offered in small group instruction to teachers.
4. After analyzing student diagnostic data on a quarterly basis, staff will identify students in need of targeted, tiered interventions, and be provided with instructional strategies to improve students' scientific understanding.
5. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
6. Additional support will be offered to those students continuing to struggle with science.
7. Staff will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

Data Tracking Student by Standard - Teachers will tracker essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. Students will track their own learning through teacher provided success criteria. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats. The Grade Level Chair will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, and Coaching for Implementation.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

No description entered

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: There is no State data identified. A focus on the outcomes of multiple subgroups ensures that we have a collective vision that all children are provided the educational opportunity to reach their greatest potential and improve their overall performance.

Measurable Outcome: Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all students.

Person responsible for monitoring outcome: Tyler Moran (ymoran@materbrightonlakes.com)

Evidence-based Strategy: Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all students.

Rationale for Evidence-based Strategy: Differentiated instruction is based on modification of four elements: content, process, product, and affect/learning environment. This modification is guided by the teacher's understanding of student needs; the students readiness, interests, and learning profile (Tomlinson & Imbeau, 2010).

Action Steps to Implement

1. Weekly PLC meetings will be held with teachers and instructional coaches. The focus of the meeting will be common lesson planning to meet the needs of all learners in addition to common assessments.
2. All teachers will participate in professional development that focuses on the development and instructional strategies of that help scaffold content for ELL and ESE students.
3. ELL and ESE support will be given in the classroom in collaboration of support from the ESOL and ESE compliance specialist.
4. Students will participate in targeted Tier 1, 2, and 3, interventions.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.

Measurable Outcome: In 2020-2021, students will be provided SEL opportunities which will increase their sense of school belonging to 10%.

Person responsible for monitoring outcome: Tyler Moran (ymoran@materbrightonlakes.com)

Evidence-based Strategy: Each student varies in their needs and learning styles. It is essential to access individual learning styles and be flexible in time management to allow meeting these different needs.

Rationale for Evidence-based Strategy: Social and Emotional Learning (SEL) approach is one that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on student's current knowledge and skills (Gardner, 1983)

Action Steps to Implement

1. Teachers will plan lessons that are varied, engaging, and relevant to to students by identifying and building on the interest and passions of the students.
2. Teachers will strive to build an environment of belonging.
3. Teachers will provide student choice and voice when planning and presenting lessons.
4. Teachers will incorporate SEL strategies in their curriculum such as, self-management, confidence building, and and social awareness where applicable.
5. Leadership team will review behavior data for subgroups and develop interventions as required.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

#6. Other specifically relating to Schoolwide Post Secondary Culture for all Students

Area of Focus Description and Rationale: Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm; a way of life. This is not always apparent to every student, they do not feel that this is something they are able to attain. It is important that students be guided and supported to know college is an option for them.

Measurable Outcome: In 2019-2020 the grade distribution at the end of the year was as follows: A-3%, B-15%, C-40%, D-25%, F-17%
 In 2020-2021, there will be an increase in grades A, B, and C by 5% in each grade, and a reduction in the grades D and F.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Schools wit strong future orientation, that engage all students in planning for a life post graduation. This begin with the end in mind approach, helps shape a culture of success in which students aspire to a quality of life beyond school. Then in such schools, will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.

Rationale for Evidence-based Strategy: Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting student aspirations for continuing their education must expand beyond just lessons students alone. (Poliner & Lieber 2004)

Action Steps to Implement

1. Students will supported, advised, and encouraged through an environment that fosters post secondary college and career readiness.
2. Teachers will plan and incorporate activities that focus around 21st century life skills.
3. Leadership team will plan activities that account for student voice in school life and develop/strengthen student engagement through the use of respectful dialogue and civil conversations of topics that are of importance to the student.

Person Responsible Tyler Moran (ymoran@materbrightonlakes.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After identifying the Area(s) of Focus, the school leadership team will address the remaining schoolwide improvement priorities by conducting quarterly Data Chats with teachers, weekly mentoring opportunities, and weekly curriculum council team meetings.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Mater Academy Preparatory High School will supports incoming cohorts through the use of a lottery system in which all applicants shall have an equal chance of being admitted through a random selection process conducted in conformity with Florida's Charter School Legislation. The school shall enroll any eligible student who submits a timely application. Siblings, employee and board member's children are given priority for registration at Mater Academy Preparatory High School. Outgoing Cohorts- MAPHS has students up to 10th grade.

The leadership team meets on a weekly basis to discuss any areas in need of improvement in all curricular areas in order to meet the needs of all students and maximize student outcomes. Instructional personnel and support staff are assigned according to where the team feels they can best serve the students. Resources are evaluated at the end of each year based on the input from teachers, and data is used to make decisions and changes in order to utilize resources that will have the highest impact in student achievement. We utilize resources from the following federal programs: Title I, Part A To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. Title I, Part C- the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. Title I, Part D- we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met. Title III-the identification of Limited English Proficiency, immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. IDEA provides support for students with an Individual Education Plan, students identified through the Preschool Education Evaluation Program, and students identified through the gifted screening process for all second grade Title I students. Title IX To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. Additionally, we use strategies to advance college and career readiness by having a "Not if, but where" philosophy regarding college and career readiness. The school employs the following methods in order to promote this initiative: - Career Day- MAPHS coordinates a Career Day to expose students to multiple careers and opportunities. - College Going Culture - At MAPHS, every Homeroom develops a College and Career bulletin board which depicts their graduating class (e.i. Class of 2020) and different career paths in their future. - Library books: MAPHS" Library has career oriented books the students can explore to research. - Take your Child to Work - MAPHS encourages parents to "Take their Child to Work" so the students can be exposed to their parents' careers.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$4,269.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$1,599.00
<i>Notes: Coach Digital-Math</i>						
	5100	520-Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$1,120.00
<i>Notes: Algebra Nation</i>						
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$1,550.00
<i>Notes: Prepworks</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$8,536.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$1,599.00
<i>Notes: Coach Digital-ELA</i>						
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$3,000.00
<i>Notes: No Red Ink</i>						
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$2,036.25
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$1,901.50
<i>Notes: Wordly Wise Vocabulary</i>						
3	III.A.	Areas of Focus: Instructional Practice: Science				\$2,231.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	529-Technology-Related Textbooks	0971 - Mater Brighton Lakes Academy Preparatory High	Title, I Part A		\$2,231.25
<i>Notes: USA Test Prep</i>						
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
6	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for all Students				\$0.00
					Total:	\$15,037.00