

Miami-Dade County Public Schools

Mater Academy Lakes Middle School



2020-21 Schoolwide Improvement Plan

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Mater Academy Lakes Middle School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

Demographics

Principal: Marjorie Enriquez

Start Date for this Principal: 8/26/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	78%
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 Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (63%) 2016-17: A (66%) 2015-16: B (61%)
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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, partners 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Enriquez, Marjorie	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 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 follow-up investigation, conducts classroom walk-throughs, oversees STEM designation.
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.
Pena, Yasmine	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. Ms. pena also facilitates the RTI process, oversees the bullying/harassment campaign, middle School Mental Health Counselor, teenage Pregnancy Liaison, 8th Grade Dual Enrollment Coordinator, red ribbon week as well as duke tip facilitator.
Aleman, Zahilys	Teacher, K-12	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.
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.
Rodriguez, Barbara	Instructional Coach	Reading Teacher/Coach/Dept. Chair for 6-12; I teach the 11th/12th grade retakers for FSA/ACT/SAT Order all necessary curriculum and online programs 6-12 for intensive

Name	Title	Job Duties and Responsibilities
		<p>reading</p> <p>Provide consistent support for all of the intensive reading teachers 6-12, classroom support, supply them with effective instructional methods, resources, meetings, observations</p> <p>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</p> <p>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</p> <p>Process grades, Lesson Plans, Unsatisfactory grade reports and verification grade reports</p> <p>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.</p> <p>Attend a variety of in house meetings with admin and staff</p> <p>PD liaison in collaboration with the ELA Dept. Chair</p>

Demographic Information

Principal start date

Wednesday 8/26/2020, Marjorie Enriquez

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.*

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.*

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	78%

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 Hispanic Students White Students* Economically Disadvantaged Students
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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 .	

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	272	312	346	0	0	0	0	930
Attendance below 90 percent	0	0	0	0	0	0	0	1	8	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	5	15	19	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	5	5	5	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	11	21	19	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	18	12	21	0	0	0	0	51

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	23	25	44	0	0	0	0	92

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	222	353	309	0	0	0	0	884
Attendance below 90 percent	0	0	0	0	0	0	5	14	29	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	37	9	15	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	22	34	27	0	0	0	0	83

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	3	3	0	0	0	6

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

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	222	353	309	0	0	0	0	884
Attendance below 90 percent	0	0	0	0	0	0	5	14	29	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	37	9	15	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	22	34	27	0	0	0	0	83

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	3	3	0	0	0	0	6

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	
Students retained two or more times	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	73%	58%	54%	74%	53%	52%
ELA Learning Gains	66%	58%	54%	67%	55%	54%
ELA Lowest 25th Percentile	58%	52%	47%	62%	48%	44%
Math Achievement	79%	58%	58%	77%	54%	56%
Math Learning Gains	68%	56%	57%	67%	56%	57%
Math Lowest 25th Percentile	52%	54%	51%	54%	51%	50%
Science Achievement	58%	52%	51%	54%	50%	50%
Social Studies Achievement	81%	74%	72%	85%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	73%	58%	15%	54%	19%
	2018	64%	53%	11%	52%	12%
Same Grade Comparison		9%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	69%	56%	13%	52%	17%
	2018	74%	54%	20%	51%	23%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
08	2019	73%	60%	13%	56%	17%
	2018	74%	59%	15%	58%	16%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	79%	58%	21%	55%	24%
	2018	68%	56%	12%	52%	16%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	71%	53%	18%	54%	17%
	2018	75%	52%	23%	54%	21%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
08	2019	72%	40%	32%	46%	26%
	2018	61%	38%	23%	45%	16%
Same Grade Comparison		11%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	42%	43%	-1%	48%	-6%
	2018	57%	44%	13%	50%	7%
Same Grade Comparison		-15%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	68%	22%	67%	23%
2018	93%	65%	28%	65%	28%
Compare		-3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	73%	6%	71%	8%
2018	82%	72%	10%	71%	11%
Compare		-3%			
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	93%	63%	30%	61%	32%
2018	94%	59%	35%	62%	32%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	54%	42%	57%	39%
2018	95%	54%	41%	56%	39%
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	35	53	30	48	58	50	31				
ELL	57	67	57	67	61	44	33	70	21		
BLK	43	36		64	71						
HSP	73	67	58	79	68	52	58	81	59		
WHT	89	76		94	82						
FRL	71	65	57	77	67	53	56	80	56		
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		

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 showed the lowest performance for the 2018-2019 school year was in science achievement, dropping from a 65% proficiency to 58%. Contributing factors may have been due to teacher turnover during the school year, in addition to our struggling learners in subgroups (BLK, ELL & SWD).

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

The component that showed the greatest decline from the previous year was in subgroup BLK ELA achievement dropping from 79% proficiency to 43% (-36). The contributing factor may be that our BLK population consist of approximately 1% of our student population.

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 with the greatest gap when compared to the state average was in Math achievement with a differential of 21 percentage points (Mater Lakes Academy 79% - State 58%).

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 in Math learning gains, with an increase of 14 percentage points (54% to 68%). This was mainly attributed to the schools use of data to provide and differentiate instruction to meet the diverse needs of our students. The implementation of our tutoring program which is offered before and after school, in addition to software such as iReady and Math XL.

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

Reflecting on the EWS data from Part I (D) one potential area of concern may lie within the realm of students with 1 or more suspensions in grades 6-8. In an effort to combat the consequences of suspensions, Mater Lakes Academy is looking into implementing programs such as the Positive Behavioral Interventions and Supports (PBIS) framework, which supports appropriate behavior.

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

1. Targeting our lowest 25% in Math & Science
2. College and Career Readiness
3. Mental Health
4. School Safety
5. Parental Involvement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and 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.

Measurable 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 Reading. Students will benefit from being in a small group setting where their specific needs can be met. In reading, we expect scores to increase from 58% to 65%.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

The intervention strategies that will be employed by Mater Lakes Academy to improve the academic performance in the area of reading for our bottom 25% category will consist of our push-in/pullout tutoring sessions, research based/computer based learning programs (iReady/ Math XL/), as well as applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructors). Furthermore, administrators and teachers alike will be provided professional development opportunities through workshops, PLCs, lesson studies, and other technology based programs to acquire effective techniques to incorporate during all reading content areas.

Rationale for Evidence-based Strategy:

Researched-based strategies such as differentiated instruction and computer-based learning programs, have proven to be effective tools in the enhancement of student learning. Moreover, research shows that evidence-based teaching strategies are likely to 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 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.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	The use of data at the classroom level is imperative to increasing student achievement as it is ever changing. Teachers need to have in-depth knowledge of the process in order for them to be able to guide and aid students in making progress towards standards mastery. Students need to be made aware of areas for growth, and held accountable for their progress as they are a crucial component to increasing their proficiency level.
Measurable 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 science. Students will benefit from being in a small group setting where their specific needs can be met. Differentiating the instruction, assessing via bi-weekly's will ensure the gap being closed. As a result, Mater Lakes Academy would like to increase scores by at least 5% for the 2019-2020 school year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<p>The intervention strategies 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. Moreover, applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructor) will furthermore enhance student learning. Administrators and teachers alike will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire effective techniques to incorporate during all science content areas.</p> <p>The rationale for selecting these strategies are to 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 to increasing student achievement as it is ever changing. Teachers as well as the leadership team need to have in-depth knowledge of the process in order for them to be able to guide and aid students, as well as 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. 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 leadership team will gather to discuss results and appropriate methods to intervene on specific cases that need assistance.</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

1. Determine Struggling Learners (Level 1 & 2)
2. Push-in/Pull-out Tutoring
3. Monitor Data/Results (e.g., in class assessments, other software used that populates assessment data)
4. Differentiated Instruction
5. Leadership Team Reviews & Take Appropriate Action

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.

Communication is vital between all parties involved in our students' educational process. A fluent and open line of communication through EESAC meetings, the school website, school messenger, teacher phone calls/e-mails, social media, and other school meetings keep families informed of academic performance, community events, and parental involvement opportunities. The activities director supports the motivational and incentive programs at the school through organized school events in which the community stakeholders may also participate. School-based clubs and organizations promote their interests and strengthen relationships within the community.

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: ELA				\$293,812.40
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6033 - Mater Academy Lakes Middle School	Title, I Part A		\$293,812.40
			Notes: SCHOOL STAFF: \$209,331.00 PARENT ENGAGEMENT Supplies \$2,000 Software \$ 3,788.00 = 5,788.00 SOFTWARE \$ 74,269.00 Teacher Salary Supplements \$ 3,700			

2	III.A.	Areas of Focus: Instructional Practice: Science				\$983.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6033 - Mater Academy Lakes Middle School			\$983.60
			<i>Notes: Software: \$983.60</i>			
Total:						\$294,796.00