

Miami-Dade County Public Schools

Mater Academy Lakes High School



2021-22 Schoolwide Improvement Plan

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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: 8/18/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2020-21 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%)
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	
* 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 Dade 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.

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Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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

Name	Position Title	Job Duties and Responsibilities
Burgos, Steven	Administrative Support	
Gil, Melissa	Administrative Support	
Enriquez, Marjorie	Assistant Principal	
Martinez, Alice	Assistant Principal	
Gonzalez, Adriana	Teacher, ESE	
Roviroso, Rene	Principal	
Kemper, Elizabeth	Teacher, K-12	
Rodriguez, Barbara	Reading Coach	
Mansfield, Joanna	Teacher, Career/Technical	
Aleman, Zahilys	Administrative Support	
Paez, Jennifer	Science Coach	

Demographic Information

Principal start date

Wednesday 8/18/2021, Rene Rov IR Osa

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

46

Total number of students enrolled at the school

1,240

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data**Early Warning Systems****2021-22****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	345	288	295	312	1240
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	10	4	3	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	5	9	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	37	30	9	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	27	31	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	37	65	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	108	109	83	122	422
	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	58	27	10	48	143

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

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - 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	0	0	0	291	297	311	271	1170
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	12	6	4	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in Math	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	0	0	0	
Level 1 on 2019 statewide Math assessment	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	54	0	6	38	98

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

2020-21 - 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	291	297	311	271	1170
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	12	6	4	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	37	30	9	0	76
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	27	31	0	0	58
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	37	65	0	0	102

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	60	18	29	47	154

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	1	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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	59%	56%	68%	59%	56%
ELA Learning Gains				58%	54%	51%	54%	56%	53%
ELA Lowest 25th Percentile				47%	48%	42%	43%	51%	44%
Math Achievement				61%	54%	51%	58%	51%	51%
Math Learning Gains				58%	52%	48%	40%	50%	48%
Math Lowest 25th Percentile				47%	51%	45%	33%	51%	45%
Science Achievement				59%	68%	68%	64%	65%	67%
Social Studies Achievement				85%	76%	73%	86%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	76%	55%	21%	55%	21%
Cohort Comparison						
10	2021					
	2019	67%	53%	14%	53%	14%
Cohort Comparison		-76%				

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
2021					
2019	59%	68%	-9%	67%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	71%	15%	70%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	63%	2%	61%	4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	54%	5%	57%	2%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IReady Data

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33	46	47	14	10	18	27				
ELL	34	52	57	40	29	29	42	35		100	63
BLK								50		100	30
HSP	60	49	42	39	21	24	45	68		100	64
WHT	67	39		55	27					100	77

2021 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 2019-20	C & C Accel 2019-20
FRL	59	48	38	38	21	24	45	67		100	63
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
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	60
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	52
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	61
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Emerging trends include reduced progress in areas such as Math (lowest 25) and Science (lowest 25).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Component that showed the greatest decline from the previous year are Science as many learners in the lower 25% did not achieve adequate gains. This number indicates a need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Limited face-to-face contact and Remote Learning severely influenced progress in these areas. Increased remote resources and educator availability for students would increase.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increased home learning and online resources were provided for those students who required extra practice. Before and after school tutoring was available school wide in all accountability groups.

What strategies will need to be implemented in order to accelerate learning?

Increased one-on-one student teacher conferences and resources both online and face-to-face were provided for those in the critical progress groups.

Critical thinking in reading, ELA and mathematics activities increases.

Increased practice on iReady, Commonlit.org USA Test Prep, and Noredink.com

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA, Reading and Math professional development will be focused on increased critical thinking and accessibility of programs both online and in person (classroom). Strategies will include learner focus, reluctant reader encouragement, and problem solving/critical thinking in mathematics in order to encourage individuals as well as cooperative and differentiated instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ESE Director, ESOL, and Department Leaders will construct assistance programs and RTI opportunities to improve learning and increase scores.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	The Science area of focus must be considered as it directly affects reading, writing, critical thinking, and mathematics. Due to the percentage decrease in specific scores, it is necessary to prioritize science across the curriculum. The low percentage of achievement (59%) is a clear indicator of the deficiency in students and must be ameliorated via PDs, innovative online programs, and other such instructional aids.
Measurable Outcome:	The school would like to increase scores by at least 5% for the 2021 school year bringing the number to at least 54%. 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.
Monitoring:	Monitoring will begin with classroom and teacher assessments as well as some online monitoring of individual as well as cooperative learning. Tutoring sessions will also serve as monitoring tools that will define the individual plans of action for learners.
Person responsible for monitoring outcome:	Marjorie Enriquez (enriquezmar@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 Science 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:	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 Steps to Implement

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. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	We expect teachers will acquire in-depth knowledge of their subject area of Mathematics, Geometry and Algebra and the process in order for them to be able to guide and aid students in making progress towards standards mastery in Math. Students will be held accountable for their progress as they are a crucial component in increasing their proficiency levels.
Measurable Outcome:	For teachers and students 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. 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 math portion of this goal, we expect scores to increase from 61% to 66% . With these increases, we will meet the state and district standard.
Monitoring:	Quarterly assessment, diagnostic assessments from iReady math and teacher created baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Additionally, classroom and teacher assessments as well as some online monitoring of individual as well as cooperative learning will be utilized to monitor progress. Tutoring sessions will also serve as monitoring tools that will define the individual plans of action for learners.
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 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 Khan Academy and MathXL 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 Steps to Implement

1. Determine Level 1 & 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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparison to other schools, Mater Lakes High School has reported 0.4 incidents per 100 students to date. This means that compared to all other middle/junior high schools statewide, MLA High School falls into the very low category. Even at this level, we will be monitoring primary areas of concern such as ethical online use of resources as well as appropriate cyber citizenship.

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.

Communication is vital between all parties involved in our students' educational process. As evidenced by the sign-in sheets and participation of the EESAC committee as well as the PTSO, MLA is constantly evolving by including stakeholders and community leaders in our decision making process. Additionally, the visits and involvement of the local colleges and universities also provide instructional and curriculum guidance as we modify our teaching and learning experiences to meet the needs of our learners, parents, community and local businesses.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Key Individuals such as the activities director, Ana Sanchez, play a significant role in promoting communication among the parents, students and the faculty and staff. Zee Aleman is also a prime example of a parent and community liaison as she is the EESAC coordinator along with Ms. Jennifer Paez who is in charge of TITLE 1. These individuals as well as the administrators who post news and events online and via school announcements aid in the communication process which leads to a healthy and effective culture and

environment. Connect-ed also serves to improve the stakeholder communication and involvement in our school and culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$294,677.00