
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	0
Budget to Support Goals	0

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: 8/1/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2021-22 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	2021-22: D (35%) 2018-19: No Grade 2017-18: 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	CSI
* 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	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

Year	2021-22	2020-21
Grade	D	

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cangemi, Carmen	Principal	Manages and Oversees all Operations on School Campus

Demographic Information

Principal start date

Saturday 8/1/2015, Carmen Cangemi

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

441

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	170	132	86	53	441
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	20	9	6	5	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	11	6	5	5	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	9	6	2	17
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	31	12	7	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	49	46	25	3	123
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	63	51	23	22	159
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	48	48	24	13	133

Using current year data, complete the table below with the number of students identified as being "retained.":

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	20	8	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 8/28/2022

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	137	115	65	0	317
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	5	6	7	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	33	14	0	48
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	45	12	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	26	38	22	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	40	41	41	0	122
Number of students with a substantial reading deficiency	0	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	19	27	15	0	61

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

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	137	115	65	0	317
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	5	6	7	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	33	14	0	48
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	45	12	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	26	38	22	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	40	41	41	0	122
Number of students with a substantial reading deficiency	0	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	19	27	15	0	61

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 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	45%	51%					57%	56%
ELA Learning Gains	43%							48%	51%
ELA Lowest 25th Percentile	25%							43%	42%
Math Achievement	29%	37%	38%					46%	51%
Math Learning Gains	42%							41%	48%
Math Lowest 25th Percentile	38%							46%	45%
Science Achievement	29%	32%	40%					69%	68%
Social Studies Achievement	32%	39%	48%					70%	73%

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

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
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	33	38	6	36		10	13			
ELL	25	31	16	20	26	30	19	11			
BLK	41	54		21	40		41	36			
HSP	42	41	22	28	39	38	24	32			
WHT	50	44		45	67						
FRL	42	43	25	29	42	39	26	30			
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	7	23		14	46						
ELL	18	34	42	28	42	55	20				
BLK	35	20		37	36		30				
HSP	36	42	35	38	41	39	44	30			

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	40	45	33	39	39	43	40	30			
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	52
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2021-2022 is the second year our students have taken an FSA or EOC for a school grade and scores to be evaluated. Our overall ELA achievement level increased by 4%. Our lowest quartile gains were only 25% which is down from 35% in 2021. In Mathematics, our learning gains were higher than the previous year by 3%, however our achievement levels dropped from 38% to 29%. The learning gains of our lowest quartile percent dropped by 3%. Our science achievement drastically decreased from 41% in 2020-2021 to 29% in 2021-2022. Social studies achievement increased by 2%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Utilizing data from last year's FSA and EOC scores, our greatest need for improvement is in the area of Reading and Math. Only 41% of students in 9th and 10th grade were proficient in Reading and 20% in Math.

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

The greatest contributing factor for this need for improvement was staff retention/classroom vacancy. Classroom were assigned to non-certified/trained teachers in the field. We have Interventionist and PLC trainings that will support our teachers. This action will allow the implementation of evidence-based strategies, such as small group instruction and increase engagement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Looking at the data, our 9th grade Geometry students saw the highest proficiency score of 73%.

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

New curriculum was implemented to support student learning.

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

In order to accelerate learning, we need to implement new strategies that will improve student learning. Our professional development plans will focus on helping our teachers analyze data and work in small groups. By identifying the grouping of our students (low, medium, and high), we will be able to provide interventions to accelerate learning.

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.

Professional development opportunities will revolve around supporting teachers (both new to the profession and veteran teachers) understand how to create and manage meaningful and engaging small group lessons to target learning deficits and monitor student growth. Through diagnostic testing and teacher assessment, teachers will need to analyze the data and evaluate how to target student learning needs to close the gaps created by distance learning. Professional development focused around disaggregating data, understanding the standards and using those tools to create and implement engaging small groups with cooperative learning strategies (such as from Kagan Cooperative Learning), teachers will be armed with the resources to support our students meet growth goals.

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

Our school has utilized funds that will be sustainable to hire six individuals as intervention specialists. Their role will be to support the teachers pull and facilitate small group instruction, review data, and assist the Instructional Coaches in executing purposeful data chats. Their roles will extend to familiarizing with the BEST standards and helping teachers familiarize with the new language to continue an upwards trajectory for student growth and proficiency. Additionally, we have five instructional coaches that will help assist teachers in the classroom in the planning and use of high-yield and data-driven instructional strategies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the 2021-2022 school data finding that only 43% of students in the 9th grade and 38% of students in the 10th in ELA, were proficient. In Algebra, 23% of 9th grade students, 14% of 10th grade students and 22% of 11th grade students were proficient.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage to meet RAISE proficiency at above 50% in each grade level 9th-11th.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring will be able to be obtained from students diagnostics.

Person responsible for monitoring outcome:

Carmen Cangemi (ccangemi@materbrightonlakes.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase achievement, we will utilize Tier 3 Interventionist in Reading and Math. Students will be supported with their lessons and lessons taught will be aligned to the standards, and teachers will increase student engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to enhance the classroom environment and growth, the Interventions and PLC will provide the support needed for our classroom instruction with small group/individual instruction for our Tier 3 students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided with professional development to learn new curriculum and how to progress monitor students with diagnostic data. Teachers will partake in data chats on a quarterly basis to indicate different tiers of student learning. Teachers will work with interventionists and instructional coaches to create plans of instruction to close learning gaps.

Person Responsible

[no one identified]

#2. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Since we are a school that focuses on student achievement and growth, we have identified as science as one of our lowest percentage on student achievement at 29%. Science is fundamental for students to understand their world around them and for them to learn critical thinking. It is evident, that science achievement is an area of need that needs to be addressed at our school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2021-2022, science achievement was 29%. In 2022-2023, science achievement will increase by 11% to 40%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

CERT test will be taken by students to provide valuable data to help guide instruction such as where the students current level achievement is and the specific areas of focus for instruction. Data chats with teachers will take place quarterly to go over the results and to target the specific areas that need improvement.

Person responsible for monitoring outcome:

Carmen Cangemi (ccangemi@materbrightonlakes.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase achievement, we will utilize Tier 1 Foundational Instructional Practices (Rigor, Expectations, and Engagement). Teachers will increase the rigor by implementing the depth of knowledge levels in their lessons. Lessons taught will be aligned to the standards, and teachers will increase student engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The majority of our science teachers are new and in need to focus on understanding rigor, expectations, and how to engage students effectively. Akey states, "students learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught" (Akey, 2006).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff will be trained in the depth ok knowledge levels and how to apply them to their standards.

Person Responsible

Carmen Cangemi (ccangemi@materbrightonlakes.com)

Mentoring and coaching will take place to provide support to the teachers

Person Responsible

Carmen Cangemi (ccangemi@materbrightonlakes.com)

Academics team will keep teachers accountable through classroom observations and immediate feedback and support to improve student achievement.

Person Responsible

Carmen Cangemi (carmen.cangemi@osceolaschools.net)

Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

#3. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Social Emotional Learning is at the forefront of our school in order to help students function in society, students are still feeling the effects of the isolation due to the pandemic. For that reason, it is important that students develop a sense of belonging when they come to school, and social emotional lessons and implementation play a key role in developing the sense of community.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Measurable Results Assessment (MRA) conducted by Franklin Covey, indicated that 47% of our students felts a sense of belonging. In the 2021-2022 school year, students will be provided opportunities which will increase their sense of belonging by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

During SEL lessons in homeroom, teachers will check in weekly with their students to assess their social-emotional well-being. A survey will also be given at the end of the year to assess if there was increase in this area.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be provided leadership opportunities within our school, which will help students get invested and get involved. This involvement will help create a sense of community and develop their sense of belonging. Morning meetings will also be scheduled for teachers and students to discuss important matters.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

SEL lessons will be provided to the teachers by our school counselor and Lighthouse Team.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

The school counselor will be available to intervene and assist any students who need social-emotional support.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

With low numbers of student proficiency, it is evident that teachers need to be monitored and supported to improve student learning.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through the implementation of a structured observation schedule and providing teachers with timely feedback, teachers will be able to improve student learning. Teachers will be observed a minimum of once per week and provided feedback to improve their instructional practices to increase student learning. With the implementation of a systematic observation measuring tool, Mater Brighton Lakes will improve their FSA scores by 5% in all grade levels and subject areas.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Leadership personnel will monitor this area of focus to ensure teachers are observed and provided feedback to improve the instructional process.

Person responsible for monitoring outcome:

Carmen Cangemi (ccangemi@materbrightonlakes.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Observation tools will be used to implement this area of focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Observation tools will be used to monitor teaching and provide timely feedback to improve instructional practices and strategies to improve student performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership team will create an observation schedule to ensure teachers will be observed and monitored once per week.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

Leadership team will provide timely feedback to teachers to improve instructional practice to increase student learning.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

Academics team will mentor teachers and provide modeling and observation opportunities so teachers can improve their instructional practices.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students within ESSA subgroups continue to perform lower than other students, making this a critical need for Mater Brighton Lakes Academy Preparatory High School.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By increasing the number of personnel that work with our subgroup populations of students to provide more support, direct instruction, and small group practices, Mater Brighton Lakes Academy Preparatory High School will increase their FSA scores for all grade levels and subject areas by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

After each diagnostic testing, data will be evaluated by the leadership team and shared with teachers and support personnel to determine if the strategies in place are effective. Changes to implementation practices will be evaluated and determined if changes are necessary to improve student outcomes.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase achievement, we will utilize Tier 1 Foundational Instructional Practices (Rigor, Expectations, and Engagement). Teachers will increase the rigor by implementing the depth of knowledge levels in their lessons. Lessons taught will be aligned to the standards, and teachers will increase student engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By focusing on the instructional practices that our teachers utilize to teach students, implementing small group instruction, and monitoring student data, we will determine which grade levels and subject areas need revisions and to adjust practices and methods to improve student learning.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided with professional development to learn new curriculum and how to progress monitor students with diagnostic data.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

Teachers will partake in quarterly data chats to indicate different tiers of student learning with their designated mentor/instructional coach.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

ESOL and ESE Coordinators will educate instructional staff on best practices for meeting the needs of all our learners.

Person Responsible Carmen Cangemi (ccangemi@materbrightonlakes.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cangemi, Carmen, ccangemi@materbrightonlakes.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Cangemi, Carmen, ccangemi@materbrightonlakes.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Mater Brighton Lakes Academy Preparatory High School 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.

Additionally, Mater Brighton Lakes Academy Preparatory High School is a Leader in Me school, which is based on the Seven Habits of Highly Effective People by Stephen Covey. In teaching the seven habits, we are creating a culture where every one is a leader from staff members to students to parents. These habits teach life skills that will help them become successful citizens outside of the school building. Furthermore, the Leader in Me framework assists individuals in creating measurable goals in leadership, academics, and culture and actions steps to obtain those goals.

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

Mater Brighton Lakes Academy Preparatory High School involves all stakeholders in promoting a positive culture and environment. 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.

Teachers meet and collaborate weekly to discuss what is working and what needs improvement at our school. Weekly staff meetings are held to give teachers a voice to hear their input to improve school processes. Monthly meetings are held with parents to collaborate on how the school can improve.

Additionally, training is provided to staff and parents on Leader in Me, which contributes to our positive culture and environment.