Mater Brighton Lakes

2022-23 Schoolwide Improvement Plan

Table of Contents

Mater Brighton Lakes

3200 PLEASANT HILL RD, Kissimmee, FL 34746

https://www.materbrightonlakes.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)	Combination School KG-8
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)	84%
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* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: B (57%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

Table of Contents

Mater Brighton Lakes

3200 PLEASANT HILL RD, Kissimmee, FL 34746

https://www.materbrightonlakes.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)
Combination School KG-8	Yes	84%

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	2019-20	2018-19
Grade	C		B	B

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Brighton Lakes Academy is as follows:
Lead to inspire
Establish Relationships
Aspire for Excellence
Discover your Voice

Provide the school's vision statement.

The vision of Mater Brighton Lakes Academy 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
Rodriguez, Michelle	Assistant 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.*
1

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.*
36

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
1,262

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

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	111	121	96	166	109	128	189	170	172	0	0	0	0	1262
Attendance below 90 percent	1	41	30	45	31	35	40	30	32	0	0	0	0	285
One or more suspensions	0	4	1	4	4	8	10	22	23	0	0	0	0	76
Course failure in ELA	0	0	0	20	4	13	0	9	1	0	0	0	0	47
Course failure in Math	0	0	0	6	1	6	0	3	15	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	13	29	42	50	63	0	0	0	0	214
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	18	41	80	66	50	0	0	0	0	266
Number of students with a substantial reading deficiency	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	1	1	32	14	36	55	49	52	0	0	0	0	240

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	1	0	0	17	0	0	0	0	1	0	0	0	0	19
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
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	109	93	147	126	111	132	168	173	164	0	0	0	0	1223
Attendance below 90 percent	24	28	26	21	25	20	2	3	2	0	0	0	0	151
One or more suspensions	0	0	0	0	0	1	0	1	1	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	27	26	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	16	36	25	42	41	0	0	0	0	171
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	35	49	59	62	59	0	0	0	0	273
Number of students with a substantial reading deficiency	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	9	19	36	24	36	32	0	0	0	0	156

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	

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	109	93	147	126	111	132	168	173	164	0	0	0	0	1223
Attendance below 90 percent	24	28	26	21	25	20	2	3	2	0	0	0	0	151
One or more suspensions	0	0	0	0	0	1	0	1	1	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	27	26	0	0	0	0	53
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	16	36	25	42	41	0	0	0	0	171
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	35	49	59	62	59	0	0	0	0	273
Number of students with a substantial reading deficiency	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	9	19	36	24	36	32	0	0	0	0	156

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	

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	40%	51%	57%				53%	56%	61%
ELA Learning Gains	44%	53%	55%				59%	57%	59%
ELA Lowest 25th Percentile	36%	45%	46%				59%	55%	54%
Math Achievement	37%	46%	55%				52%	52%	62%
Math Learning Gains	55%	54%	60%				55%	55%	59%
Math Lowest 25th Percentile	52%	51%	56%				45%	49%	52%
Science Achievement	28%	48%	51%				50%	49%	56%
Social Studies Achievement	47%	68%	72%				74%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	52%	51%	1%	58%	-6%
Cohort Comparison		-43%				

				ELA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	54%	48%	6%	56%	-2%
Cohort Comparison		-52%				
06	2022					
	2019	63%	48%	15%	54%	9%
Cohort Comparison		-54%				
07	2022					
	2019	46%	47%	-1%	52%	-6%
Cohort Comparison		-63%				
08	2022					
	2019	50%	49%	1%	56%	-6%
Cohort Comparison		-46%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	54%	-14%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	67%	53%	14%	64%	3%
Cohort Comparison		-40%				
05	2022					
	2019	43%	48%	-5%	60%	-17%
Cohort Comparison		-67%				
06	2022					
	2019	61%	45%	16%	55%	6%
Cohort Comparison		-43%				
07	2022					
	2019	50%	30%	20%	54%	-4%
Cohort Comparison		-61%				
08	2022					
	2019	30%	47%	-17%	46%	-16%
Cohort Comparison		-50%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	45%	12%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	42%	-4%	48%	-10%
Cohort Comparison		0%				

			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	73%	73%	0%	71%	2%
			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	65%	49%	16%	61%	4%
			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	8	37	39	11	45	55	11	38			
ELL	34	40	32	38	50	51	22	44	38		
ASN	58			50							
BLK	37	39	25	28	57	52	23	70			
HSP	39	43	37	37	53	51	29	39	54		
MUL	33			38							
WHT	50	60		46	67	67	25	60			
FRL	37	44	35	35	55	54	25	42	50		

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	6	11	18	9	15	29					
ELL	34	39	48	28	23	23	20	6			
BLK	41	45	53	27	25	33	30	40	75		
HSP	43	38	39	31	26	28	27	33	74		
WHT	54	42		39	27		38				
FRL	41	39	42	30	26	27	27	33	73		

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	14	32	29	19	51	38	17				
ELL	40	54	56	46	59	48	38	58			
BLK	58	66	76	50	45	40	49	84	67		
HSP	49	57	54	50	56	46	47	68	55		
MUL	58	36		58	55						
WHT	65	62		67	67		67	80			
FRL	50	59	54	47	51	45	45	75	59		

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)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	43
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	54
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The learning achievement in ELA has continued to decrease from 53% in 2019 to 44% in 2021 to 40% in 2022. Our learning gains in ELA are up 3% from 2021, however the learning gains of our lower quartile are down 6%. The learning achievement in Math is up to 37% from the 31% of 2021, however is still lower than the 52% earned in 2019. Our Math learning gains and the learning gains of our lowest quartile both nearly doubled. Our Learning gains for 2022 went up from 27% in 2021 to 55% in 2022. The Math lowest quartile went up from 29% in 2021 to 52% in 2022. Our Science achievement decreased by 1% and continues to be a large area of weakness with scores consistently in the 20% range. Our Social Studies scores (Civics) did increase from 34% in 2021 to 47% in 2022, however it continues to be below the 74% earned in previous years.

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, in addition to our iReady and NWEA data, our greatest need of improvement is learning gains with our lowest quartile for all tested grade-levels and subjects.

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?

Based on the data from previous year's FSA and EOC scores, in comparison to 2021, our achievement and learning gains in mathematics showed the most overall improvement.

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

The largest contributing factor was that we were able to provide interventions to students who were in need during the school year. The data collected by additional sources other than i-Ready also helped identify and meet the needs of our students. Additionally our mathematics teachers had the least amount of turn-over during the school year.

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. 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 2022 overall proficiency in ELA was 39% and Math was 35%, a critical need in improvement in the mastery of both ELA and Math B.E.S.T. is evident.
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 or above 45% in each grade level in both ELA and Mathematics.
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:	Michelle Rodriguez (mirodriguez@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   Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

#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 28%. 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 28%. In 2022-2023, science achievement will increase by 7% to 35%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Diagnostic 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. The utilization of standard specific tools, such as IXL will be utilized.
Person responsible for monitoring outcome:	Michelle Rodriguez (mirodriguez@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	Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible	Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible   Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible   Michelle Rodriguez (mirodriguez@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 (6-8) or during morning meetings (K-5), 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	Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible	Michelle Rodriguez (mirodriguez@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:	Michelle Rodriguez (mirodriguez@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 Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible Michelle Rodriguez (mirodriguez@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.
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	Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible	Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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

Person Responsible	Michelle Rodriguez (mirodriguez@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

Our major focus is phonological awareness and phonics for our K-2 students. This area of focus was selected because a number of studies have shown that teaching phonemic awareness and phonics to young
children significantly increases their later reading achievement (Cunningham, 1989; Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Lundberg, Frost, & Peterson, 1988). This need was determined through our 2022 spring benchmark on iReady which showed that 21% of our current first grade students and 39% of our current second grade students are below grade-level for phonological awareness. 36% of our current first grade students and 52% of our current second grade students are below grade-level in Phonics. Our plan is to target this need through the use of interventionist, small group instruction within the classroom, and conducting professional development and PLC meetings specifically focused around the teaching of Phonological Awareness and Phonics.

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

Our major focus for grades 3-5 is phonics and literary reading comprehension. The rationale for this is that studies have repeatedly found that a child's ability to decode (phonics) is a strong predictor of their reading level. Lervag, Hulme, & Melby-Lervag (2017) found that decoding and listening comprehension together accounted for 96% of variation in reading comprehension and without adequate levels of decoding, oral language
comprehension skills cannot be engaged to allow the comprehension of a written text. This need was determined based on our 2022 FSA data shows that our current overall ELA proficiency in fourth grade students is 41% and our current fifth grade students are 50%. This correlates with our iReady Data from our Spring 2022 benchmark which shows that student comprehension (Literature) is low across grade-levels: 44% in third grade, 40% in fourth grade, and 57% in fifth grade. Additionally, our iReady data from our Spring 2022 benchmark shows that we have a significant percentage of students below grade-level in Phonics: 53% in third grade, 27% in fourth grade, and 27% in fifth grade. Our plan is to target this

need through the use of interventionist, small group instruction within the classroom, and conducting professional development and PLC meetings specifically focused around the differentiated teaching of Phonics and Literature Comprehension.

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)

K-2 students will increase from an average of 47% proficiency on iReady to 50% proficiency as demonstrated by their performance on the FAST STAR Early Literacy Assessment (K-1) and the STAR Reading Assessment (2).

Grades 3-5: Measureable Outcome(s)

3-5 students will increase from an average of 46% proficiency on the FSA ELA to 50% proficiency as demonstrated by their performance on the FAST Cambium Reading Assessment.

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.

For all grade-levels (K-5) quarterly data chats will be held with teachers to review data and create a plan on how to target instruction to meet the needs of all learners. Teachers will also meet weekly with their respective Instructional Coaches to review best practices and lesson alignments to the B.E.S.T. standards.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Rodriguez, Michelle, mirodriguez@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?

All curriculum selected for use is aligned to the B.E.S.T. ELA standards. In grades K-5, our Tier I instruction utilizes the Wonders Program. SIPPS and Coach Digital programs are used for our Tier II and III instruction. All programs have meet strongly meet Florida's definition of evidence based programs and align with the K-12 Comprehensive Evidence-based Reading Plan.

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?

Wonders curriculum is based upon decades of literacy research, we built Wonders to deliver high-quality literacy instruction backed by the Science of Reading. SIPPS' systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. Coach Digital provides various levels of instruction for each standard. All programs provide support in phonological awareness, phonics, and reading comprehension to meet the various needs of students.

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
Literacy Leadership- Administration will meet with Instructional Coaches weekly to discuss and create action plans to ensure high yield instruction is taking place.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Literacy Leadership - Administration will review curriculum to ensure it's use aligns with the needs of the students.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Literacy Coaches - Reading Endorsed Instructional Coaches will to ensure lessons are rigorous and properly aligned to B.E.S.T. standards.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Literacy Coaches - Reading Endorsed Instructional Coaches will mentor and model best teaching practices with teachers.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Assessment - Teachers will meet with Instructional Coaches to review formative assessments to ensure BEST standard alignment and rigor.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Assessment - Teachers will meet with Instructional Coaches to ensure data is being evaluated and used to guide instruction.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Professional Learning - Teachers will attend monthly PLC sessions that focus solely on meeting literacy goals.	Rodriguez, Michelle, mirodriguez@materbrightonlakes.com
Professional Learning - Monthly professional development sessions will be held to support teachers in effectively teaching through small group instruction.	Rodriguez, Michelle, mirodriguez@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 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 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 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.