Miami-Dade County Public Schools

Mater Academy Lakes Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy Lakes Middle School

17300 NW 87TH AVE, Hialeah, FL 33015

www.materlakes.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mater Lakes Academy Middle School, with immeasurable expectations for success in the classroom, in the community, and for the future, partners with teachers, administrators and staff, to create a challenging curriculum, moral values, loyalty and teamwork for a community of learners who are the successful leaders of tomorrow and epitomize the characteristics of truth, honor, and change.

Provide the school's vision statement.

Mater Lakes Academy will be a campus where students learn from teachers who are passionate about their subjects and consider it a privilege to pass knowledge to the minds of our students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rovirosa, Rene	Principal	Lead all school related business
Aleman, Zahilys	Administrative Support	Curriculum Specialist
Burgos, Steven	Administrative Support	Certification/AP Coordinator
Enriquez, Marjorie	Principal	Overall School Operations
Gil, Melissa	Administrative Support	Scheduling and Discipline
Gonzalez, Adriana	Teacher, ESE	ESE and SWD specialist
Mansfield, Joanna	Teacher, Career/Technical	Technical and Vocational
Martinez , Alice	Assistant Principal	School Operations
Paez, Jennifer	Instructional Technology	VILS and Science Coach and Department Chair
Pena, Yasmine	School Counselor	Counseling, articulation and Project Upstart
Rodriguez, Barbara	Instructional Coach	Reading Coach
Franco, Rogelio	Teacher, K-12	Math Department Chair

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stake Holder involvement will be considered as our school leadership team, teachers, school staff, parents, students and families, as well as business or community leaders will provide their input via ESAC meetings, department meetings and faculty meetings as well as school orientation and zoom meetings. Their input will be used in the SIP development process to identify student achievement needs and strategies to improve them.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap by reporting all pertinent information via EESAC meetings and faculty meetings.

The school designated SIP coordinator will revise the plan, as necessary, to ensure continuous improvement and share information with the leadership team, stakeholders, and other pertinent members of the academic community.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	1	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	1	1	13
Course failure in Math	0	0	0	0	0	0	3	1	1	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	87	99	189
Level 1 on statewide Math assessment	0	0	0	0	0	0	4	89	103	196
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	41	71	117

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	6	0	8
One or more suspensions	0	0	0	0	0	0	5	8	10	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	34	62	129
Level 1 on statewide Math assessment	0	0	0	0	0	0	35	48	49	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	2	6	0	8
One or more suspensions	0	0	0	0	0	0	0	1	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	34	62	129
Level 1 on statewide Math assessment	0	0	0	0	0	0	35	48	49	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	56	49	63	55	50	67		
ELA Learning Gains				51			50		
ELA Lowest 25th Percentile				33			34		
Math Achievement*	64	60	56	66	43	36	61		
Math Learning Gains				65			31		
Math Lowest 25th Percentile				62			35		
Science Achievement*	52	55	49	53	54	53	53		
Social Studies Achievement*	73	72	68	79	64	58	82		
Middle School Acceleration	53	74	73	55	56	49	52		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	85	50	40	92	77	76	83		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	45			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT	40	Yes	1	
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	49			
AMI				
ASN				
BLK				
HSP	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	64			
FRL	60			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			64			52	73	53			85
SWD	34			42			23	41			4	
ELL	40			55			28	53	10		6	85
AMI												
ASN												
BLK												
HSP	62			64			52	72	53		6	85
MUL												
PAC												
WHT	44			50			27				3	
FRL	59			62			48	69	47		6	85

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	63	51	33	66	65	62	53	79	55			92
SWD	32	39	30	38	56	60	10	47				
ELL	41	41	32	50	58	54	20	66	35			92
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	63	51	33	66	65	62	52	80	55			92
MUL												
PAC												
WHT	59	56		76	81			50				
FRL	60	50	33	63	63	59	50	77	48			92

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	50	34	61	31	35	53	82	52			83
SWD	28	22	9	28	29	29	18	40				
ELL	53	51	39	48	29	35	41	73	40			83
AMI												
ASN												
BLK												
HSP	67	50	35	61	31	35	53	83	52			82
MUL												
PAC												
WHT	59	35		69	38							
FRL	64	49	33	58	30	34	50	81	50			85

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	61%	50%	11%	47%	14%
08	2023 - Spring	57%	51%	6%	47%	10%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	50%	3%	47%	6%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	58%	-2%	54%	2%
07	2023 - Spring	52%	48%	4%	48%	4%
08	2023 - Spring	78%	59%	19%	55%	23%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	56%	25%	50%	31%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	52%	41%	48%	45%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	68%	-1%	66%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	66%	24%	63%	27%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Emerging data component and trends include a reduced percentage in progress in the ELA Lowest 25% achievement where we decreased to 33% . Additionally, the ELA achievement also decreased from 51% followed by science achievement decreasing to 53% this year. Contributing factors include influx of ELL population as well as teacher turn over.

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

The greatest area of decline were shown in ELA from 67% to 63% and in Social Studies from 82% to 79%.Contributing factors to this need for improvement include increased number of ELL learners new to the school and curriculum. New actions will include increased number of classes offered to ELL students as well as tutoring, push in and pull out.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data not available

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

The highest component to demonstrate achievement is Math at 66%. These improvements are mainly attributed to the school's use of data to provide and differentiate instruction to meet the diverse needs of our students. The implementation of our tutoring program which is offered before and after school, in addition to software such as iReady and Math XL.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern identified include:
ELA lowest 25% at 33%
ELA Learning Gains at 51%
Science at 53%

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

The highest priorities for school improvement are:
1. ELA and Reading (lowest 25%)
2. Science

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By June 1st, 2024, the number of participants in the EESAC committee and or meetings will increase by 5% as indicated by attendance to meetings and participation throughout the school year to improve culture and foster positive environment.

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

Data based objective outcome for the increase of attendance and participation in EESAC will be 5% as evidenced in attendance rosters and school participation activity logs/parent hours. Mater Lakes will provide enrichment and additional support via training and personnel to ensure the successful increase in attendance and participation and targeted goal.

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

This area of focus will be monitored via parent hour logs, attendance rosters and school activity and participation logs. The leadership team will participate and observe all efforts taking place in order to increase training and participation. PTSO will also be involved in the recruitment and promoting of these events and training sessions.

Person responsible for monitoring outcome:

Zahilys Aleman (zeealeman@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus will include the involvement of cafeteria staff and marketing department to effectively advertise events and increase participation. Additionally, parent trainings and other efforts offered by the counseling department will also support this intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The marketing and parent training interventions will increase needed support at home and at the school level so that a positive culture and environment are created and sustain throughout the school year fostering presence and academic involvement. Evidence dictates that parent involvement and training in academics and facilitation of resources will aid in the increase of parent-student relationships in and out of the school building.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Create marketing material for EESAC meetings
2. Send CONNECT ED. to parents
3. Take attendance at all meetings
4. Offer Parent-Training sessions as needed
5. Contact Counselors for assistance

Person Responsible: Zahilys Aleman (zeealeman@dadeschools.net)

By When: This will take place by June 1st, 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is ELA and ELA lowest 25%. The Utilization of data at the classroom level is imperative to increasing student achievement as it is ever changing. Teachers will acquire in-depth knowledge of the process in order for them to be able to guide and aid students in making progress towards BEST standards mastery. Students need to be made aware of areas for growth and held accountable for their progress as they are a crucial component to increasing their proficiency level. The focus will expand as well to the Lowest 25% as they scored a limited percentage and should be included in the achievement increase goal.

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

The intended outcome is to meet the needs of Mater Lakes students by utilizing the BEST Standards and strategies that will serve the purpose of providing additional enrichment to students working below grade-level, or having difficulties on specific grade-level benchmarks in Reading. Students will benefit from being in a small group setting where their specific needs can be met. We expect learning scores in ELA to increase by 8% for the 2024 school year.

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

The school expects teachers, tutors and department chairs will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Finally, the administrative team will monitor the data results on a monthly basis to support teachers with students who are not making adequate progress. Finally, the ESOL department chair will meet with teachers on a quarterly basis to discuss strategies and growth of the lowest 25% in ELA and ESOL in order to increase learner achievement in reading and ELA.

Person responsible for monitoring outcome:

Barbara Rodriguez (954368@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence-based strategies for intervention are differentiated instruction and computer-based learning programs, have proven to be effective tools in the enhancement of student learning. Moreover, research shows that evidence-based teaching strategies are likely to have the largest impact on student results. Therefore, in an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady reading, mid-year baselines, will indicate student progress throughout the school year. In essence, this will provide useful insight as to the enhancement of instruction. Also,

teachers will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Finally, the administrative team will monitor the data results on a monthly basis to support teachers with students who are not making adequate progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Identify Struggling learners in ELA and ELL as well as Lowest 25%
2. Provide Push-in and Pull-out tutoring
3. Monitor data and progress monitoring results via data assessments
4. Infuse classroom opportunities for differentiated instruction
5. Increase Leadership team reviews and observations
6. Increase PD and workshop opportunities

Person Responsible: Barbara Rodriguez (954368@dadeschools.net)

By When: June 1st, 2024

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The decrease in achievement in Science is referenced by 53% achievement. All other areas suffered a minimal amount, yet the limited time in labs, the difficulty of scientific concepts, and the non face-to face contact of students and teachers led to the low achievement in this area. Additionally, utilization of data at the classroom level is imperative to increasing student achievement as it is ever changing. Teachers need to have in-depth knowledge of the process in order for them to be able to guide and aid students in making progress towards standards mastery. Students need to be made aware of areas for growth, and held accountable for their progress as they are a crucial component to increasing their proficiency level.

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

The proposed intended outcome is to meet the needs of Mater Lakes students by utilizing the strategies that will serve the purpose of providing additional enrichment to students working below grade-level, or having difficulties on specific grade-level benchmarks in Reading. Students will benefit from being in a small group setting where their specific needs can be met. We expect scores to increase from 53% to 58% % in the next year.

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

Monitoring will begin with classroom and teacher assessments and observations 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. Additionally students will be able to access gismo and VILS lab to supplement their resources.

Person responsible for monitoring outcome:

Jennifer Paez (jpaez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based intervention 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. Moreover, applying differentiated Instruction in all classrooms (Monitored by Curriculum Instructor) will furthermore enhance student learning. Administrators and teachers alike will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire effective techniques to incorporate during all science content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Additionally, we will implement use and access to online resources as well as some face-to-face strategies as evidence shows that limited personal teaching and contact has severely affected achievement. Such strategies as differentiated instruction will provide a variety of opportunities for learners to adapt to new and effective techniques to accomplish their academic goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

Person Responsible: Jennifer Paez (jpaez@dadeschools.net)

By When: June 1st, 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to data, the low performing ATSI subgroup is the students with disabilities performing at only 39%.
Mater Lakes expects to provide assistance and professional development so teachers will acquire in-depth knowledge of SWD population and how best to teach them.

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

SWD population specific measurable outcome goals we wish to achieve include an increase of 5% in math, 5% in ELA and 5% in Science for the 23-24 school year. In order for teachers and students to meet the intended outcomes, Mater Lakes SWD 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. Parent contacts and constant monitoring in addition to adjusting interventions will also take place.

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

Educators will be encouraged to complete SWD professional development including math, reading and other strategies on how to best educate the SWD population of students and increase achievement. 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 and push-in/pull out tutoring will also serve as monitoring tools that will define the individual plans of action for learners in the SWD population. Parent meetings, 504 and IEP updates as well as twice a week collaboration are taking place in Math and ELA while many of the identified SWD students also take remedial reading.

Person responsible for monitoring outcome:

Adriana Gonzalez (agonzalez11@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions for the SWD/ special education will consist of strategies that have been specifically designed for students with special educational needs. The ESE director, department heads and teachers will incorporate and assess reinforcement, self-managing, task analysis, and repeated retrieval practices. Online resources, parent contact and documentation and plans update will also take place as part of the intervention plans for students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale includes evidence-based interventions effective in improving student outcomes in areas such as academic achievement, behavioral outcomes, and social-emotional learning. Interventions are extremely advantageous to teachers because they aid with decision-making in more high-stakes situations. Furthermore, research shows evidence-based teaching strategies/interventions have the largest impact on student results. Also, 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; 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 ensure effectiveness of implementation.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Identify and monitor SWD students with challenging test results
2. Identify and monitor SWD students in Math, Reading, and ELA with grades below C
3. Offer educators PD on SWD practices and student needs
4. Interact with select students and provide intervention
5. Update collaboration, 504/IEP plans

Person Responsible: Adriana Gonzalez (agonzalez11@dadeschools.net)

By When: This will be accomplished by June 1st, 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school will make all efforts to review the school improvement funding allocations, meetings and strategy sessions will take place with the leadership team, the SIP coordinator, select stakeholders, and the Title I representative to ensure proper funding and interventions/resources are allocated effectively. All activities and interventions shall be approved and funded accordingly with the goal of increasing student learning and performance in math and reading, as well as school culture and environment.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

A a plan/protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, will be available via EESAC meetings, Annual Title I Meeting, Department Chair Meetings

and Faculty meetings. All parent and stakeholder meetings offer translations for parents in Spanish and Creole upon request. Additionally, the school website also provides information for parents and students on dates and events.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

To fulfil the school's mission, support the needs of students and keep parents informed, the school will build a positive relationship with parents by offering volunteer hours, parent hours, chaperoning opportunities, community service involvement, and special school events such as Bear Moon and ESOL parent night where the community, faculty, staff and students and parents all participate. Flyers around the school, Connect Ed, and school website marketing in various languages will also be provided.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In an effort to provide a rigorous academic curriculum in the school, increase the amount and quality of learning time and help provide an enriched and accelerated program of learning, we will implement various programs such as:
1. Math XL
2. Common Lit
3. Khan Academy
4. SAT/ACT Prep
5. Progress Learning
6. HMH Curriculum
7. Before and after school tutoring

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In order for these efforts to be applicable, the school will continue to foster the career and technical education program and attempt to increase the certifications students receive in such programs as Early Child Care and EMT. Additionally, select school counselors provide support and implement programs like Project Upstart to identify and assist students in need. Surveys, counseling training and website communications to parents and community stakeholders also contributes to the success of this coordinated effort.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA