

Miami-Dade County Public Schools

Mater Academy Lakes High School



2023-24

Schoolwide Improvement Plan (SIP)

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Mater Academy Lakes High School

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

Provide the school's vision statement.

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

School Leadership Team, 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
Aleman, Zahilys	Administrative Support	Curriculum Specialist
Burgos, Steven	Administrative Support	Support with administrative duties
Enriquez, Marjorie	Principal	Middle School principal duties
Gil, Melissa	Administrative Support	Scheduling and discipline
Mansfield, Joanna	Teacher, Career/Technical	Early Childhood Program Coordinator
Martinez , Alice	Principal	Principal Duties and Responsibilities
Paez, Jennifer	Instructional Technology	VILS and Science Coaching
Rodriguez, Barbara	Instructional Coach	Reading Coach
Rovirosa, Rene	Principal	All Principal duties
Rodriguez, Wilmarge	Dropout Prevention Coordinator	Counseling
Gonzalez, Adriana	Teacher, ESE	
Franco, Rogelio	Teacher, K-12	Math Chair Person

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)	High School 9-12
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	77%
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) Black/African American Students (BLK)* 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: A 2019-20: A 2018-19: A 2017-18: B
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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	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	0	0	0	

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	0	0	
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	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	20	
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	0	0	0	159	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	80	
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	362	

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	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	

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*	64	55	50	62	54	51	61		
ELA Learning Gains				60			49		
ELA Lowest 25th Percentile				53			41		
Math Achievement*	45	43	38	48	42	38	39		
Math Learning Gains				52			21		
Math Lowest 25th Percentile				54			24		
Science Achievement*	61	62	64	56	41	40	46		
Social Studies Achievement*	67	69	66	76	56	48	68		
Middle School Acceleration					56	44			
Graduation Rate	97	89	89	98	56	61	100		
College and Career Acceleration	70	70	65	73	67	67	63		
ELP Progress	71	49	45	81			64		

* 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65

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	713
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	98

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	45			
ELL	53			
AMI				
ASN				
BLK	50			
HSP	68			
MUL				
PAC				
WHT	72			
FRL	66			

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	48			
ELL	57			
AMI				
ASN				
BLK	19	Yes	1	1
HSP	65			

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	61			
FRL	64			

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	64			45			61	67		97	70	71
SWD	24			25			38	64		17	6	
ELL	29			25			52	43		69	7	71
AMI												
ASN												
BLK	50			30						20	4	
HSP	64			45			62	66		73	7	71
MUL												
PAC												
WHT	80									36	3	
FRL	62			43			59	63		70	7	68

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	62	60	53	48	52	54	56	76		98	73	81
SWD	32	57	57	21	50	50		70				
ELL	39	59	50	36	59	58	29	65		95	60	81
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	20	27		9								
HSP	63	61	54	49	53	54	57	76		97	74	81
MUL												
PAC												
WHT	62	38		40	30			90		100	67	
FRL	59	59	56	48	52	53	57	73		97	74	80

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	61	49	41	39	21	24	46	68		100	63	64
SWD	33	46	47	14	10	18	27					
ELL	34	52	57	40	29	29	42	35		100	63	64
AMI												
ASN												
BLK								50		100	30	
HSP	60	49	42	39	21	24	45	68		100	64	64
MUL												
PAC												
WHT	67	39		55	27					100	77	
FRL	59	48	38	38	21	24	45	67		100	63	61

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
10	2023 - Spring	63%	54%	9%	50%	13%
09	2023 - Spring	63%	51%	12%	48%	15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	56%	-6%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	52%	-4%	48%	0%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	63%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	66%	-1%	63%	2%

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 data component with the lowest performance is Mathematics with percentages ranging from 48% to 54% including overall performance, lowest 25% and learning gains in math. Contributing factors include increased numbers of ELL and select SWD individuals with special needs and those who lack rigorous curriculum and exposure.

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

Some contributing factors to this need for improvement include increased number of ELL learners new to the school and curriculum. The new action plan will include increased number of classes offered to ELL students as well as tutoring, push in and pull out. Additionally, current resources in Math and Language Arts/Reading will also be infused.

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.

Info not available

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

Areas showing the most improvement are as follows:

ELA Learning Gains from 49% to 60%

ELA Lowest 25% from 41% to 53%

Math overall from 39% to 48%

Math Learning Gains from 21% to 52%

Math Lowest 25% from 24% to 54%

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

One area of concern is the lack of progress for the BLK subgroup which remained in the low 41%

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

Areas for improvement for the 23-24 school year will include:

1. Reading and Writing efforts to improve student learning
2. Added resources and assistance for ELL population and parent contact/involvement
3. Increased resources and tutoring in Math and Reading
4. Increase attendance and involvement of parents and stakeholders

Area of Focus

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

#1. Instructional Practice specifically relating to Math**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.

This area of focus will be Math as evidenced by the following performing subgroups:

Overall math 48%

Learning Gains in Math 52%

Lowest 25% in Math 54%

The school also expects to provide assistance and professional development so teachers will acquire in-depth knowledge of their subject area of Mathematics, Geometry and Algebra and the process in order for them to be able to guide and aid students in making progress towards standards mastery in Math.

Students will be held accountable for their progress as they are a crucial component in increasing their proficiency levels.

Measurable Outcome:

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

The specific measurable outcome goal we wish to achieve is an increase of 8% in math overall for the 23-24 school year. In order for teachers and students to meet the intended outcomes, Mater Lakes students will be exposed to and taught strategies that will provide additional enrichment especially to those working below grade-level or having difficulties on specific grade-level benchmarks in math. Students will benefit from differentiated instruction, small group setting, and push-in and pull-out tutoring where their specific needs can be met. For the math portion of this goal, we expect scores to increase by 8%. With these increases, we will meet the state and district standard.

Monitoring:

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

The math coach and chairs will provide the following support for monitoring the desired outcome:

1. Teacher performance observations
2. Data Chats
3. Teacher training via professional development

In addition to these areas of focus, we will include quarterly assessment, diagnostic assessments from iReady math and teacher created baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Additionally, classroom and teacher assessments as well as some online monitoring of individual as well as cooperative learning will be utilized to monitor progress. Tutoring sessions will also serve as monitoring tools that will define the individual plans of action for learners.

Person responsible for monitoring outcome:

Marjorie Enriquez (enriquezmar@dadeschools.net)

Evidence-based 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 provided for this focus area will include:

1. Differentiated instruction in Math courses targeting the lowest 25%
2. Area focused professional development for teachers on a need-only basis
3. Online resources such as MathXI for students to increase learning and improve scores
4. Kahn Academy and SAT style resources also provided as early intervention

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies includes increased results in consecutive and efficient use of materials and resources by teachers and support personnel as evidenced by class work and assessment scores as well as student performance. Furthermore, research shows evidence-based teaching strategies/interventions have the largest impact on student results. In an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady math and reading, and baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Also, teachers will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Conclusively, the administrative team will monitor data results monthly to support teachers with students who are not making adequate progress and provide additional support, resources, and possible parental involvement.

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 learners who did not meet math proficiency
2. Identify teachers who will receive and offer training and support
3. Provide online support (Kahn Academy/Math XL) practice for select students
4. Offer/promote participation in Math professional development
5. Interact with students and review individual data
6. Monitor classroom teacher via observations and assessment data

Person Responsible: Marjorie Enriquez (enriquezmar@dadeschools.net)

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

#2. 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

#3. 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.

The area of focus is ELA and ELA lowest 25% and Learning Gains. 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 via professional development 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%, the overall achievement in reading and writing, as they scored a limited percentage gain of 53%, 60% and 62% respectively 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 school 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 to at least 65% and the lowest 25% to increase to 55%.

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.

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.)

The 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/MHM/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 rationale for intervention will include research-based strategies/intervention such as differentiated instruction and computer-based learning programs, have proven to be effective tools in the enhancement of student learning. Moreover, research shows that evidence-based teaching strategies and professional development in select areas 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

#4. ESSA Subgroup specifically relating to Black/African-American**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.

Based on data, the low performing ATSI subgroup is Black/African American students performing at a low level of 19% overall. Mater Lakes expects to provide assistance and professional development so teachers will acquire in-depth knowledge and training on how best to improve learning and achievement.

Measurable Outcome:

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

The specific measurable outcome goal we wish to achieve is an increase of at least 6% in math overall for the 23-24 school year. In order for teachers and students to meet the intended outcomes, Mater Lakes students will be exposed to and taught strategies that will provide additional enrichment especially to those working below grade-level or having difficulties on specific grade-level benchmarks in math. Students will benefit from differentiated instruction, small group setting, and push-in and pull-out tutoring where their specific needs can be met. For the math portion of this goal, we expect scores to increase by 6%. With these increases, we will meet the state and district standard.

Monitoring:

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

In order to benefit students of the Black and African American Populations, the math coach, chairs and teachers will provide the following support for monitoring the desired outcome:

1. Teacher performance observations
2. Data Chats
3. Teacher training via professional development
4. Renewed online resources monitoring and implementation

In addition to these areas of focus, we will include quarterly assessment, diagnostic assessments from iReady math and teacher created baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Additionally, classroom and teacher assessments as well as some online monitoring of individual as well as cooperative learning will be utilized to monitor progress. Tutoring sessions will also serve as monitoring tools that will define the individual plans of action for learners.

Person responsible for monitoring outcome:

Rogelio Franco (rfranco@materlakes.org)

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 provided for the African American focus area will include:

1. Differentiated instruction in Math courses targeting low performers
2. Area focused professional development for teachers on a need-only basis
3. Online resources such as MathXI for students to increase learning and improve scores
4. Kahn Academy and SAT style resources also provided as early intervention.
5. identify and monitor students in remedial math courses and offer supplemental resources and services
6. Contact parents and meet to revise plans of action for student achievement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mater Lakes rationale for evidence-based strategies include increased results in consecutive and efficient use of materials and resources by teachers and support personnel as evidenced by class work and assessment scores as well as student performance. Furthermore, research shows evidence-based teaching strategies/interventions have the largest impact on student results. In an effort to monitor the effectiveness of the action plan, quarterly assessment, diagnostic assessments from iReady math and reading, and baselines, will indicate student progress throughout the school year. In essence, this will provide critical insight as to the enhancement of instruction. Also, teachers will provide input at grade-level department meetings to review notes with team leaders for the purposes of targeting students that continue to struggle with grade-level text. Finally, we will monitor data results monthly to additionally support teachers and students.

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 learners who did not meet math proficiency in this Subgroup.
2. Identify teachers who will receive and offer training and support
3. Provide online support (Kahn Academy/Math XL) practice for students
4. Offer/promote participation in Math professional development.
5. Interact with students and review individual data monthly
6. Monitor classroom teacher via observations and assessment data
7. call/meet parents to identify additional areas of need and support

Person Responsible: Rogelio Franco (rfranco@materlakes.org)

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

1. Identify learners who did not meet math proficiency in this Subgroup.
2. Identify teachers who will receive and offer training and support
3. Provide online support (Kahn Academy/Math XL) practice for students
4. Offer/promote participation in Math professional development.
5. Interact with students and review individual data monthly
6. Monitor classroom teacher via observations and assessment data
7. call/meet parents to identify additional areas of need and support

Person Responsible: Rogelio Franco (rfranco@materlakes.org)

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).

In an effort 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 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