Mater Academy Lakes High School

2014-15 School Improvement Plan

Mater Academy Lakes High School

17300 NW 87TH AVE, Hialeah, FL 33015

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	74%

Alternative/ESE Center	Charter School	Minority
No	Yes	94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Mater Lakes Academy values every student and is committed to the safety and education of each individual in the school. In the classroom differentiated instruction allows for individual learning styles to addressed. All teachers at Mater Lakes Academy have an "open door" policy and are available to address student needs not only during class, but also before and after school. In addition, teachers' e-mail addresses are posted on the Mater Lakes Academy website allowing for easy communication.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Student safety is a priority at Mater Lakes Academy. Our well trained administration, teachers, staff, and security team are on duty before, during, and after classroom hours in order to maintain a safe environment on campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Mater Lakes Code of Student Discipline is published and enforced by all teachers and school staff. This includes, but is not limited to, the use of the positive behavioral support system, verbal warnings for first offenses, phone calls to parents for continued offenses and detentions and suspensions for more serious offenses. In addition, the school has adopted the Miami-Dade County Public School Code of Conduct plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our trained student services professionals are assigned to ensure that the needs of each student are being met including educational needs as well as social-emotional needs. Our students services department also has an open door policy so that student concerns can be dealt with in a timely and efficient manner.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Prior state-wide assessment scores, Interim Assessment data, teacher grades, student attendance, and suspensions are all analyzed through a collaborative effort among administrators, team leaders, and teachers to better tailor a differentiated approach to assess each students needs.
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or Mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	18	17	30	46	111
One or more suspensions	28	16	22	26	92
Course failure in ELA or Math	11	5	3	2	21
Level 1 on statewide assessment	23	21	0	0	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

-Administration will create a pull-out schedule for students who have been identified as possible level ones and twos.
- Reading-Language Arts departments will develop a monthly rotation amongst the Reading-Language Arts computer labs throughout the academic school day.
-Administration and Guidance Counselors will contact the parents or guardians of students who have excessive absences.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Lack of participation in school-wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors, fluent in the parents' home language, who will meet parents at the entrance of the school, as well as, call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process, as well as, review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Moreover, parents have limited understanding of student data (Baseline, Mid-Year, and FCAT) and how it affects teaching and learning. Parents also have a limited understanding of the Student Code of Conduct. Through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Communication is vital between all parties involved in our students educational process. A fluent and open line of communication through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Rovirosa, Rene	Principal
Groezinger, George	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Effective leadership is vital, therefore, in building our team we have considered the following:
• Principal who will ensure commitment and allocate resources;
• Vice-Principal will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem-solving
• Assistant Principal who will meet to review consensus, infrastructure, and implementation of building level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The methodology used throughout the school involves several step which include all members of the learning community. The schools funding has been allocated to emphasis on identification of students needs, the intervention process, and the dissemination of information to the instructional staff that reinforces the concepts and ideas missed by the student.

The first step in this process is the identification of the needs of the students. The principal as the curricular leader of the school coordinates both the staff and resources to implement the plan. In addition, the principal, in consultation with the leadership team, hires the needed staff, formulates the professional development, and requires that staff report back with the data. The entire process is driven by the school's principal and it is managed through a delegation of roles.

T

he school's Leadership Team meets every two weeks with the purpose to review the schools current progress on the identified student needs. In addition, the Leadership Team meeting will at times include other staff members to make the process more inclusive. Research has demonstrated that, when multiple perspectives are analyzed, collective planning will ensure that successful strategies will be readily accepted by groups of individuals.

The leadership team has identified a lead member of the Leadership Team which is responsible for developing the meeting's agenda, planning, and communication. All the accountability data is collected by this individual and that data is complied, disseminated and a preliminary analysis is done to provide the team with guidance prior to the meeting.

To describe the composition of the Leadership Team, it is structured to reflect the school's department chairperson and an additional teacher from each subject area that is responsible to support and substitute the department chairperson. The school's operating funds and EESAC funds are the primary income sources that are used to select the appropriate curricular materials, provide these staff members with salary supplements, and the purchase of additional supplementary material for the support of student learning outcomes. The purchase of material is based on the recommendation of these individuals. These members research and attend conferences where these materials are discussed. In turn, these individuals present the material and through a collective process the team reviews and chooses material based on their ability to reinforce cross-curricular instruction, the rigor and relevance to student learning, and cost of those materials. Once those materials are chosen, the team presents the resources, the cost and any documentation to the principal for approval and purchases.

Once the material arrive, each department receives the approved materials. Meanwhile, the respective departments are receiving professional development either through the company or within in-house personnel that ensure each member is familiar with the product and its application to fidelity. The application of the materials is monitored by the department chairperson's through the analysis of the teacher's lesson plans and student grades. If there is any deviation from the plan, it is reported to the school's assistant principal which will speak to the teacher and provide a timeline to correct the deviation. If there is continued deviation from the accepted plan, the teacher will meet with the principal for documented corrective actions.

Fidelity to the program is the most important idea to maintain a clear focus on to ensure that the goals are met. One additional practice at the school uses is the weekly walk-through observation that is conducted by several individuals that include the schools: principal, assistant principal, math and reading coaches, and department chairperson. If a teacher is found to be deficient within any area, the team will assign a mentor to that individual and they will meet on a weekly basis until the issue is resolved. The weekly meetings will them transition to monthly checks which are intended to support and promote collegiality within the school.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rene Rovirosa	Principal
George Groezinger	Principal
Noelle Iglesias	Teacher
Toni Ruperez	Teacher
Matthew Bieule	Teacher
Jessica Brown	Teacher
Marjorie Enriquez	Teacher
Francisco Jimenez	Principal
Ana Garcia	Parent
Angie Hernandez	Parent
Maria Brownwell	Parent
Claire Sibori	Parent
Zaydee Capo	Parent
Mayda Sarazola	Parent
Barbie Zeno	Parent
Maribel Mendez	Parent
Olga Cruz	Parent
Raul Gonzalez	Student
Jacyln Lopez	Student
Nathalie Toro	Student
Jenille Estrada	Student
Hector Capo	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our EESAC Committee continually ensured the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup. The EESAC met on the following dates: 9/3/13, 10/8/13, 11/5/13, 1/6/14, 3/4/14 & 5/6/14 to discuss implementation and the progression of the SIP.

Development of this school improvement plan

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup. The EESAC met on the following dates to discuss and approve the SIP: 9/2 & 10/7/14. The ESSAC will convene on the following dates: 11/5/14, 1/6/15, 3/3/15 & 5/5/15 to discuss the SIP's implementation.

Preparation of the school's annual budget and plan

Our EESAC Committee was appraised of all budgetary matters and their input was sought in matters concerning school safety and student achievement. The committee approved the purchase of the Spring Board program at $5 per student, totaling $5,785.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds were used toward the purchase of iXL materials for math classes and for Springboard materials in Language Arts classes at five dollars per student. A total of $5,035 was spent for both programs.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Rovirosa, Rene	Principal
Groezinger, George	Assistant Principal
Bieule, Matthew	Instructional Coach
Brown, Jessica	Teacher, K-12
Enriquez, Marjorie	Other
Iglesias, Noelle	Teacher, K-12
Mansfield, Joanna	Teacher, K-12
Nunez, Nored	Teacher, K-12
Martinez, Alice	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school in the following ways:
A. The Leadership Team will meet monthly to:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned?
(Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives
B. Work on continuously reviewing and modifying our literacy efforts for the school year based on areas needing improvement.
C. Will train faculty and staff on the school's literacy initiatives through professional development and department meetings.
D. Use data available to LLT and teachers to evaluate ALL students and find ways to continuously improve their literacy. The following data will be provided to LLT to interpret and disseminate.
-FAIR Assessments
- CELLA Assessment
-Baseline Assessments
- Pre and Post Tests
- Interim Assessments
- FCAT Scores
- EOC Scores
- Teacher Formative and Summative Assessments
-Student Portfolios
-IEP's
- Suspension Rates
-Attendance Rates
Data is analyzed and disaggregated first by the RtI leadership team. This data is used to drive instruction as well as to plan interventions. Responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.
-The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms.
-All teachers will promote reading and writing skills in their classrooms.
-All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.
-At least one member of the LLT will attend all EESAC meetings to report the LLT efforts to all stakeholders.
-At Mater Lakes Academy all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained. The establishment of a literacy leadership team will help facilitate many professional developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.
A myriad of instructional resources are housed in our library, and word walls will be employed in every discipline.
The Literacy Leadership Team will be responsible for monitoring that reading strategies are implemented with fidelity.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To encourage a positive working relationship between teachers, Mater Lakes Academy holds planning sessions and meetings on the grade-level and subject area level to ensure that teachers are working collaboratively on their vertical and horizontal planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Prospective teachers are interviewed by Administration and Department Heads to determine educational experience and expertise. In addition, the school has created an account through a recruitment website that enables the administrative team to effectively screen prospective hires before an interview.
In order to develop new teachers, the school provides a "New Teacher Orientation" for incoming teachers that are new to the school and/or new to the profession. The Orientation consists of workshops that discuss the following topics: Classroom Management, Gradebook Training, School Infrastructure, Common Board Configuration, Differentiated Instruction, and Technology in the Classroom. In addition, the administrative team prioritizes bi-weekly walkthroughs on all new hires, providing constructive feedback to each participant.
Highly qualified and veteran teachers are encouraged to continue their education and attend in and out of state professional development. Moreover, highly qualified teachers are expected to conduct in-house professional development workshops for new teachers in their perspective departments.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers at Mater Lakes Academy are paired with veteran teachers who teach the same subjects for the sharing of Best Practices and participation in weekly professional learning communities. New teachers and their mentors are given release time for observation, coaching, and planning.
The following activities are provided for teachers in the mentoring program to better assist them with the transition to the school and/or their teaching career:
-New Teacher Orientation- Teachers new to the school come in the week prior to pre-planning for workshops
-Common planning, weekly and monthly as needed
-Release time for observation of the mentor teacher or other professional
-Planning periods for modeling lessons

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Due to the new design and increased rigor of the Florida Standards Assessments (FSA), Mater Lakes Academy ensures its core instructional programs and materials are in place to support and increase student achievement in core curricular areas. The administrative team, team leaders, and teachers prior to purchasing new textbook and online software programs met and screened the material to see if it was aligned to the new standards. The purchasing of new textbooks and software programs such as Reading Plus. Math IXL, and Springboard, aligned to the new Florida standards, provide educators

and students the right tools necessary to increase student achievement. The administrative teams conducts observational walkthroughs to ensure that the instructional program and materials are being effectively utilized. Furthermore, professional development, team planning, and horizontal curriculum planning are vital components to further enhance the instructional approach.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing,
systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned?
(Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives
The proper use of data will enable the departments and individual instructors to identify the strengths and weakness of each individual student or view the students' progression by class periods. District baseline, fall, winter and post baseline assessments will be given to each student throughout the school year. Teachers will analyze the data, team plan with other subject area teachers, and communicate with their department heads the interpretation of the data to ensure that progress is being made and students are making learning gains. In addition, instructors will be asked to have a data binder, which will need to be accessible to any administrative personnel if requested on a walk-through observation. The data binder will consist of the results of each statement with a color-coded

legend, identifying students who are proficient, near proficiency and the lower quartile. Moreover, teachers will incorporate a data chat log for each individual student. The data chat will open a line of communication and act as a source of motivation between the teacher and students. Students will view their progression or digression through the school year. Identifying their own strengths and deficiencies allows students to become accountable for their performance. In addition, teachers will identify the questions that students score the lowest on the assessments and allow students to work on questions for the first 10-15 minutes of each class period. Students will have a section in their binder labeled "bell ringers" where the questions will be stored and used as a reference prior to the FSA/EOC creating a phenomenal resource for the students and teachers. Furthermore, the students will create a foldable of all those questions that have been reviewed throughout the year. Students will put their creative spin to the foldable creating a sense of entitlement to their work. The foldable will act as a reinforcement and study guide towards the assessments, while targeting the benchmarks that need improvements. Foldables allow students to quickly organize, display, and arrange information, making it easier for students to grasp mathematical concepts and master the skills needed for success. Teachers will be able to use this hands-on activity as an alternative assessment tools to evaluate student progress or for students to evaluate their own progress, while providing a sense of student ownership in mastering the curriculum.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 0

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school employs new student orientation nights, welcome back parent night, and open house for students and/or parents. The meeting provides the students and/or parents the ability to view the school's facilities and more information on the school's daily infrastructure such as bell schedule, block scheduling, and traffic patterns. In addition, the availability of counselors for students supports the transitional process. Furthermore, vertical teaming allows teachers to transition their students academic needs towards next school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our Student Services professionals counsel each student individually so that academic and career planning is comprehensive and specifically tailored to the learning needs of every student. This process is systemic and encompasses the evaluation of students standardized test scores, classroom grades, and teacher evaluations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. Mater Lakes Academy High School supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Students are encouraged to matriculate in Advanced Placement courses and those students that qualify are encouraged to participate in the Dual Enrollment courses. Core area teachers distribute Community Service packets beginning in grade nine stressing the responsibility of the student to strengthen and improve community relations.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Core area teachers distribute Community Service packets beginning in grade nine stressing the responsibility of the student to strengthen and improve community relations.
Beginning as early as September, students are given specific lessons on college applications, scholarship preparation and interviewing skills. All students are recommended to complete a Silver Knights application, scholarship applications and college applications which encompass the skills necessary for real life situations such as application preparation, writing skills, interviews with active professionals, appropriate dress and networking skills.
This year we are offering 20 AP classes in 14 different subject areas and Honors classes are offered in each subject area. This year the PSAT will be administered to all of our 9th -10th graders here at the school. 11th graders have the option of taking the PSAT based on National Merit Scholarship opportunities. In addition, we strongly encourage our upperclassmen to participate in SAT and ACT Testing.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Open access to advanced placement courses expose students to college level instruction and rigor. Also, Dual Enrollment is available to all students after their ninth grade year that meet the requirements. High School feedback report is used to consul students into courses that best fit their student profile. College Readiness courses are provided in Mathematics and Language Arts to students who are in need of a course that will prepare them to perform at the post-secondary level upon their completion of high school. The student-service department, headed by the CAP advisor, provide students with resources to improve their college readiness indicators.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement.

G2.   Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress.

G3.   To increase student enrollment in STEM-related and CTE courses and events.

G4.   Mater Academy Lakes will provide additional opportunities for parental involvement in school activities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement. 1a

Targets Supported 1b

🔍 G047255

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	91.0
AMO Math - All Students	60.0
AMO Math - American Indian	
AMO Math - Asian	
AMO Math - African American	39.0
AMO Math - ED	62.0
AMO Math - ELL	62.0
AMO Math - Hispanic	60.0
AMO Math - SWD	55.0
AMO Math - White	65.0
FSA - Mathematics - Proficiency Rate	84.0
Math Gains	85.0
Math Lowest 25% Gains	84.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	85.0
AMO Reading - All Students	67.0
AMO Reading - American Indian	
AMO Reading - Asian	
AMO Reading - African American	67.0
AMO Reading - ED	66.0
AMO Reading - ELL	51.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	49.0
AMO Reading - White	71.0
CELLA Listening/Speaking Proficiency	65.0
CELLA Reading Proficiency	52.0
FSA - English Language Arts - Proficiency Rate	76.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	70.0
Bio I EOC Pass	75.0
CELLA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Springboard

- Common Core Progress Textbooks

- iXL Math

- Science Journals

- USA Test Prep

- History-based articles

Targeted Barriers to Achieving the Goal 3

- Students lack opportunities to practice writing in math and science courses.

- English Language Learners (ELL) and Students with Disabilities (SWD) lack the reading and language skills necessary to interpret and respond to Document-Based Questions that allow our AMO reading targets of 51% for ELL and 49% for SWD to be attained.

- Staff will need Professional Development on incorporating instructional writing strategies across the curriculum.

- Students identified through the Response to Intervention (RtI) process lack the reading and language skills necessary to interpret respond to Document-Based Questions.

Plan to Monitor Progress Toward G1. 8

Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure students are making progress toward the goal.

Person Responsible
George Groezinger

Schedule
Biweekly, from 11/10/2014 to 4/6/2015

Evidence of Completion
Interim assessment data will be evaluated to ensure students are performing at target levels.

G2. Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress. 1a

Targets Supported 1b

🔍 G048603

Indicator	Annual Target
Attendance rate	
Attendance Below 90%	10.0
Attendance Below 90% Grade 09	5.0
Attendance Below 90% Grade 10	5.0
Attendance Below 90% Grade 11	10.0
Truancy rate	
One or More Suspensions	8.0
1+ Suspensions Grade 09	8.0
1+ Suspensions Grade 10	4.0
1+ Suspensions Grade 11	7.0
Students exhibiting two or more EWS indicators (Total)	
Students in ninth grade exhibiting two or more EWS indicators	
Students in tenth grade exhibiting two or more EWS indicators	
Students in eleventh grade exhibiting two or more EWS indicators	
Level 1 - All Grades	7.0
Level 1 - Grade 09	7.0
Level 1 - Grade 10	7.0
GPA below 2.0 - H.S.	2.0
2+ Course Failures - Grade 09	2.0
On-time Progression to Grade 10	1.0
Attendance Below 90% Grade 12	26.0
1+ Suspensions Grade 12	14.0
Students in twelfth grade exhibiting two or more EWS indicators	
1+ Absences First 20 Days - Grade 09	7.0

Resources Available to Support the Goal 2

- Pull-out Tutoring

- After School Tutoring

- Springboard

- Reading Plus

- Computer Labs

Targeted Barriers to Achieving the Goal 3

- School infrastructure may not support a pull-out tutoring schedule.

- All language arts and reading classes do not have access to computer labs during the academic day.

- Students fail to realize the correlation between regular attendance and academic progression.

Plan to Monitor Progress Toward G2. 8

Interim Assessment Results to ensure students are making progress toward our goal and pull-out tutoring facilitator's feedback.

Person Responsible
Rene Rovirosa

Schedule
Biweekly, from 10/6/2014 to 4/6/2015

Evidence of Completion
Interim assessment data and pull-out tutoring assignments will be evaluated to ensure students are performing at target levels

Plan to Monitor Progress Toward G2. 8

Teachers lesson plans will be reviewed by their respective department heads and administration.

Person Responsible
George Groezinger

Schedule
Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion
Lab time will be evident in lesson plans and on rotational schedule.

Plan to Monitor Progress Toward G2. 8

"Students with attendance below 90 percent (total)" 2014-2015 SMART target goal will be reviewed throughout academic school year.

Person Responsible
George Groezinger

Schedule
Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion
Interim Progress reports and quarterly grades

G3. To increase student enrollment in STEM-related and CTE courses and events. 1a

🔍 G049734

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Fully equipped Science labs

- Computer-based Math labs

- Professional Development pertaining to all STEM-related and CTE courses

Targeted Barriers to Achieving the Goal 3

- Students are not enrolling in STEM-related and CTE courses and events.

Plan to Monitor Progress Toward G3. 8

Administration and Department Heads will monitor field trip logs, club logs and lesson plans.

Person Responsible
George Groezinger

Schedule
Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion
Field trip logs, club logs and lesson plans.

Plan to Monitor Progress Toward G3. 8

Administration and Curriculum Council.

Person Responsible
George Groezinger

Schedule
Weekly, from 1/5/2015 to 6/5/2015

Evidence of Completion
Classroom roster logs.

G4. Mater Academy Lakes will provide additional opportunities for parental involvement in school activities.
1a

G049828

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- School website

- Connect-Ed

- EESAC meetings

- Parent nights

Targeted Barriers to Achieving the Goal 3

- Parent do not receive information regarding school activities.

- Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English language.

Plan to Monitor Progress Toward G4. 8

Connect-Ed logs and the school's website will be evaluated for usage throughout the year.

Person Responsible
George Groezinger

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
Connect-Ed logs and website usage

Plan to Monitor Progress Toward G4. 8

Parent sign-in logs and climate survey results.

Person Responsible
George Groezinger

Schedule
Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion
Parent sign-in logs and climate survey results.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement. `1`

🔑 G047255

G1.B1 Students lack opportunities to practice writing in math and science courses. `2`

🔑 B118284

G1.B1.S1 Math and Science teachers will provide students ample opportunities to practice short answer response questions. `4`

🔑 S130619

Strategy Rationale

Short answer responses will be embedded into the teachers daily lesson plans through bell ringers, daily practice, and valid assessments. Exposing the students to short answer response will not only ease the transition towards the new FSA assessment but provide students a sense of mastery of the topic.

Action Step 1 `5`

Math and Science teachers will provide students ample opportunities to practice short answer response questions.

Person Responsible

Matthew Bieule

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student work samples, weekly assessments, observational logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations

Person Responsible

George Groezinger

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Results of District Interim Assessments will be analyzed and instruction will be adjusted accordingly.

Person Responsible

George Groezinger

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

District Interim Assessments and FSA assessments.

G1.B2 English Language Learners (ELL) and Students with Disabilities (SWD) lack the reading and language skills necessary to interpret and respond to Document-Based Questions that allow our AMO reading targets of 51% for ELL and 49% for SWD to be attained. [2]

B118294

G1.B2.S1 Teachers will be provided strategies for instructing ELL students in reading and writing geared towards document based questions. [4]

S130333

Strategy Rationale

Reading comprehension is developed through readers' abstraction and creation of the meaning of text for the purpose of either literary familiarity or acquiring and using information in various kinds of activities. English Language Learners (ELLs) benefit from participating in the same curriculum based instruction that mainstream students do. Different tools and assessments that can help ELLs reach this goal are introduced and explained with detailed examples such as background knowledge, running records, think alouds, story retelling, T-charts, and other visual tools such as highlighting, sticky notes, illustration, and diagrams. Furthermore, horizontal curriculum planning is vital to further enhance the instructional approach and assessments that ELLs require to increase their ability to comprehend text.

Action Step 1 [5]

In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based reading and writing to support ELL students.

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Team planning, department meetings, and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Classroom observations

Person Responsible

Marjorie Enriquez

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Classroom observation logs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

2015 CELLA Writing and 2015 FSA-ELA

Person Responsible

Marjorie Enriquez

Schedule

On 6/5/2015

Evidence of Completion

2015 CELLA Writing and 2015 FSA-ELA results

G1.B3 Staff will need Professional Development on incorporating instructional writing strategies across the curriculum. `2`

🔑 B118295

G1.B3.S1 Provide Professional Development (PD) opportunities. `4`

🔑 S130112

Strategy Rationale

Professional Development will provide staff members with the opportunity to learn best practices, to incorporate writing strategies in daily instruction, and to collaborate with other staff members on developing interdisciplinary lessons. Further, these opportunities will create a collaborative, tiered support system that will provide staff with the educational resources necessary to support the use of writing strategies throughout the curriculum.

Action Step 1 `5`

Strategies are presented on implementing reading and writing instruction in math and science courses.

Person Responsible

George Groezinger

Schedule

Semiannually, from 11/4/2014 to 2/17/2015

Evidence of Completion

Facilitator will provide the District PD Sign-In Roster and the instructional follow-up activity for course completion.

Action Step 2 5

In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based writing.

Person Responsible

George Groezinger

Schedule

Semiannually, from 11/4/2014 to 2/17/2015

Evidence of Completion

Facilitator will provide the District PD Sign-In Roster and the instructional follow-up activity for course completion.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-throughs, observations, and evaluation of lesson plans ensure that the strategies obtained thru the professional development are being implemented.

Person Responsible

George Groezinger

Schedule

Monthly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Observation reports.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Florida Standards Assessment 2015

Person Responsible

George Groezinger

Schedule

Annually, from 4/20/2015 to 5/29/2015

Evidence of Completion

FSA data will be analyzed to determine if the percentage of students proficient meet AMO targets.

G1.B3.S2 Horizontal curriculum planning among Language Arts and Social Studies department. `4`

S139659

Strategy Rationale

Cross Curricular Alignment between Social Studies and Language Arts directly benefits student writing and comprehension skills, reference and research skills, identifying primary sources and secondary sources, and proper citations of sources solidifies the effectiveness of core instruction. Students will be given instruction in Informational Text and Research Process skills and will also be given various opportunities to apply these skills. Instruction will be differentiated to ensure students' needs are met and formative assessments will allow teachers to monitor progress.

Action Step 1 `5`

Horizontal curriculum planning among Language Arts and Social Studies department.

Person Responsible

George Groezinger

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and meeting logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Classroom walkthroughs

Person Responsible

George Groezinger

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Observation logs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Interim Assessments, District Writing Assessments, and classroom assessments will be analyzed.

Person Responsible

George Groezinger

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Results of Interim Assessments, District Writing Assessments, and classroom assessments.

G1.B4 Students identified through the Response to Intervention (RtI) process lack the reading and language skills necessary to interpret respond to Document-Based Questions. 2

🔑 B118320

G1.B4.S1 Staff will utilize reading and writing strategies across the curriculum in a differentiated approach. 4

🔑 S130601

Strategy Rationale

Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast and enable students to respond more clearly in writing. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e. while providing increasingly more challenging practice in making inferences).

Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); • encouraging students to read from a wide variety of texts and respond in written form. • analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Action Step 1 5

Reading Plus, Springboard Reading Strategies

Person Responsible

Rene Rovirosa

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Springboard and Reading Plus materials in hand.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Classroom observations

Person Responsible

George Groezinger

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Classroom observation logs.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

2015 Florida Standards Assessment

Person Responsible

George Groezinger

Schedule

On 6/5/2015

Evidence of Completion

2015 FSA-ELA scores.

G2. Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress. `1`

G048603

G2.B1 School infrastructure may not support a pull-out tutoring schedule. `2`

B122871

G2.B1.S1 Administration will create a pull-out schedule for students who have been identified as possible level ones and twos. `4`

S135047

Strategy Rationale

Mater Lakes Academy was enable to increase its student population by 100 students. Therefore, the successful pull-out tutoring infrastructure could no longer accommodate the student need and warranted modifications.

Action Step 1 `5`

A pull-out tutoring schedule will be created collaboratively amongst administration.

Person Responsible

Marjorie Enriquez

Schedule

Biweekly, from 10/6/2014 to 4/6/2015

Evidence of Completion

Attendance Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administrators and point person will conduct walk-throughs.

Person Responsible

George Groezinger

Schedule

Biweekly, from 10/6/2014 to 4/6/2015

Evidence of Completion

Walk-through logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

FSA-ELA 2015 assessment results.

Person Responsible

George Groezinger

Schedule

On 6/5/2015

Evidence of Completion

FSA-ELA 2015 assessment results.

G2.B2 All language arts and reading classes do not have access to computer labs during the academic day. 2

B123049

G2.B2.S1 Reading-Language Arts departments will develop a monthly rotation amongst the Reading-Language Arts computer labs throughout the academic school day. 4

S136267

Strategy Rationale

In order to provide students opportunities with assessment simulations, typing essays, and to listen to audio play-backs; Mater Lakes Academy has two computer labs for each Reading and Language Arts department. Not to mention a Media Center which houses 25 computers accessible to educators by appointment. Therefore, the respective department heads will create a monthly rotational schedule for their departments that will utilize and effectively incorporate the use of the computer labs.

Action Step 1 5

Department heads with the assistance of administration will develop computer rotation lab schedule.

Person Responsible

George Groezinger

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Rotation schedule.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Department meetings and administrative observation reports.

Person Responsible

George Groezinger

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Department meeting sign-in rosters and Observation logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

FSA-ELA 2015 assessment results.

Person Responsible

Matthew Bieule

Schedule

On 6/5/2015

Evidence of Completion

FSA-ELA 2015 assessment results will be interpreted and disseminated to respective departments.

G2.B3 Students fail to realize the correlation between regular attendance and academic progression. [2]

B123132

G2.B3.S1 Administration and Guidance Counselors will contact the parents and/or guardians of students who have excessive absences. [4]

S136364

Strategy Rationale

Due to the negative correlation between lack of attendance and achievement it is vital to build a proactive communicative relationship between parents/guardians and the academic institution.

Action Step 1 [5]

Guidance Counselors will contact the parents and/or guardians of students who have excessive absences.

Person Responsible

Wilmarge Rodriguez

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Guidance Counselors documentation.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

Administration will review guidance counselor documentation.

Person Responsible

George Groezinger

Schedule

Quarterly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Guidance Counselors documentation.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Attendance and grade reports will be reviewed monthly for identified students.

Person Responsible

George Groezinger

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Attendance and grade reports

G3. To increase student enrollment in STEM-related and CTE courses and events. `1`

🔑 G049734

G3.B1 Students are not enrolling in STEM-related and CTE courses and events. `2`

🔑 B124558

G3.B1.S1 Mater Lakes Academy provides a plethora of STEM-related and CTE courses as electives in its course offerings. `4`

🔑 S136518

Strategy Rationale

Students are encouraged and given the opportunity to take more than the required math and science courses necessary for high school graduation. In addition, the school provides students with CTE courses such as Early Childhood and Emergency Medical Responder courses.

Action Step 1 `5`

The curriculum will be engineered to support various course offerings in STEM-related and CTE disciplines.

Person Responsible

George Groezinger

Schedule

Daily, from 1/5/2015 to 6/5/2015

Evidence of Completion

Curriculum bulletin

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student enrollment in STEM and CTE courses will be reviewed by administration.

Person Responsible

George Groezinger

Schedule

Weekly, from 1/5/2015 to 5/25/2015

Evidence of Completion

Class rosters in STEM and CTE subjects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student enrollment in course offerings.

Person Responsible

George Groezinger

Schedule

Weekly, from 1/5/2015 to 5/25/2015

Evidence of Completion

Class rosters in STEM and CTE courses.

G3.B1.S2 Mater Lakes Academy provides STEM-related and CTE clubs, activities, and field trips. 4

S136519

Strategy Rationale

Exposure will stimulate and further enhance student interest in STEM-related and CTE careers.

Action Step 1 5

Club sponsors are recruited and Teachers are including field trips and laboratory activities during and in addition to the school day.

Person Responsible

Matthew Bieule

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Field trips logs, club logs, and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration and Department Heads will monitor field trip logs, club logs and lesson plans.

Person Responsible

Matthew Bieule

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Field trip logs, club logs and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration and Department Heads will monitor field trip logs, club logs and lesson plans.

Person Responsible

Matthew Bieule

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Field trip logs, club logs and lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

An increase in student enrollment in STEM and CTE related events and clubs.

Person Responsible

Matthew Bieule

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Club and event participation logs.

G4. Mater Academy Lakes will provide additional opportunities for parental involvement in school activities. 1

G049828

G4.B1 Parent do not receive information regarding school activities. 2

B124734

G4.B1.S1 School activities will be announced via a multi-media format: Connect-Ed and materlakes.org. 4

S136670

Strategy Rationale

Communication and collaboration among parents, teachers, and stakeholders are critical factors predicting the success of students and the school. Therefore, a multi-media approach to communication equips parents with opportunities to become a collaborative partner in their child's education.

Action Step 1 5

School activities and involvement opportunities will be announced in multiple languages via Connect-Ed messages and the school's website.

Person Responsible

Alice Martinez

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Connect-Ed logs and school website

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Administration will review Connect-Ed logs and the school's website will be checked for the utilization of announcements.

Person Responsible

George Groezinger

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Connect-Ed logs and school website

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Parent sign-in logs will be evaluated by administration.

Person Responsible

George Groezinger

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Sign-in logs for activities

G4.B2 Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English language. 2

B124735

G4.B2.S1 Mater Lakes will approach the barrier with mentors fluent in parents' home language who will meet parents at the entrance of the school during parent nights, as well as, call to invite them to attend EESAC meetings. 4

S136703

Strategy Rationale

Due to the school's demographic population it is necessary to provide Non-English speaking families with information in their native languages to assist increasing parental involvement.

Action Step 1 5

The school will provide translated announcements and translators during school functions to parents in need.

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Materials in hand.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The school Administration and ESSAC Chair will review the sign in sheets/logs to determine the number of limited English proficient parents attending school events.

Person Responsible

Marjorie Enriquez

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

EESAC logs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Parent sign-in logs and school climate survey will be evaluated by administration.

Person Responsible

George Groezinger

Schedule

Semiannually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Parent sign-in logs and climate survey results.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Strategies are presented on implementing reading and writing instruction in math and science courses.	Groezinger, George	11/4/2014	Facilitator will provide the District PD Sign-In Roster and the instructional follow-up activity for course completion.	2/17/2015 semiannually
G1.B2.S1.A1	In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based reading and writing to support ELL students.	Enriquez, Marjorie	9/8/2014	Team planning, department meetings, and lesson plans.	5/29/2015 monthly
G1.B1.S1.A1	Math and Science teachers will provide students ample opportunities to practice short answer response questions.	Bieule, Matthew	9/1/2014	Student work samples, weekly assessments, observational logs.	5/29/2015 weekly
G1.B4.S1.A1	Reading Plus, Springboard Reading Strategies	Rovirosa, Rene	9/1/2014	Springboard and Reading Plus materials in hand.	6/4/2015 weekly
G2.B1.S1.A1	A pull-out tutoring schedule will be created collaboratively amongst administration.	Enriquez, Marjorie	10/6/2014	Attendance Logs	4/6/2015 biweekly
G2.B2.S1.A1	Department heads with the assistance of administration will develop computer rotation lab schedule.	Groezinger, George	10/6/2014	Rotation schedule.	5/25/2015 monthly
G2.B3.S1.A1	Guidance Counselors will contact the parents and/or guardians of students who have excessive absences.	Rodriguez, Wilmarge	11/3/2014	Guidance Counselors documentation.	6/5/2015 quarterly
G3.B1.S1.A1	The curriculum will be engineered to support various course offerings in STEM-related and CTE disciplines.	Groezinger, George	1/5/2015	Curriculum bulletin	6/5/2015 daily
G3.B1.S2.A1	Club sponsors are recruited and Teachers are including field trips and laboratory activities during and in addition to the school day.	Bieule, Matthew	9/1/2014	Field trips logs, club logs, and lesson plans.	6/5/2015 monthly
G4.B1.S1.A1	School activities and involvement opportunities will be announced in multiple languages via Connect-Ed messages and the school's website.	Martinez, Alice	8/25/2014	Connect-Ed logs and school website	6/5/2015 daily
G4.B2.S1.A1	The school will provide translated announcements and translators during school functions to parents in need.	Enriquez, Marjorie	9/1/2014	Materials in hand.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Horizontal curriculum planning among Language Arts and Social Studies department.	Groezinger, George	9/8/2014	Lesson plans and meeting logs	5/29/2015 monthly
G1.B3.S1.A2	In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based writing.	Groezinger, George	11/4/2014	Facilitator will provide the District PD Sign-In Roster and the instructional follow-up activity for course completion.	2/17/2015 semiannually
G1.MA1	Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure students are making progress toward the goal.	Groezinger, George	11/10/2014	Interim assessment data will be evaluated to ensure students are performing at target levels.	4/6/2015 biweekly
G1.B3.S1.MA1	Florida Standards Assessment 2015	Groezinger, George	4/20/2015	FSA data will be analyzed to determine if the percentage of students proficient meet AMO targets.	5/29/2015 annually
G1.B3.S1.MA1	Classroom walk-throughs, observations, and evaluation of lesson plans ensure that the strategies obtained thru the professional development are being implemented.	Groezinger, George	11/10/2014	Observation reports.	5/29/2015 monthly
G1.B2.S1.MA1	2015 CELLA Writing and 2015 FSA-ELA	Enriquez, Marjorie	3/2/2015	2015 CELLA Writing and 2015 FSA-ELA results	6/5/2015 one-time
G1.B2.S1.MA1	Classroom observations	Enriquez, Marjorie	9/8/2014	Classroom observation logs.	5/29/2015 biweekly
G1.B4.S1.MA1	2015 Florida Standards Assessment	Groezinger, George	4/6/2015	2015 FSA-ELA scores.	6/5/2015 one-time
G1.B4.S1.MA1	Classroom observations	Groezinger, George	9/1/2014	Classroom observation logs.	6/4/2015 biweekly
G1.B1.S1.MA1	Results of District Interim Assessments will be analyzed and instruction will be adjusted accordingly.	Groezinger, George	9/1/2014	District Interim Assessments and FSA assessments.	5/29/2015 weekly
G1.B1.S1.MA1	Classroom observations	Groezinger, George	9/1/2014	Classroom observation logs	5/29/2015 biweekly
G1.B3.S2.MA1	Interim Assessments, District Writing Assessments, and classroom assessments will be analyzed.	Groezinger, George	9/8/2014	Results of Interim Assessments, District Writing Assessments, and classroom assessments.	5/29/2015 monthly
G1.B3.S2.MA1	Classroom walkthroughs	Groezinger, George	9/1/2014	Observation logs.	5/29/2015 monthly
G2.MA1	Interim Assessment Results to ensure students are making progress toward our goal and pull-out tutoring facilitator's feedback.	Rovirosa, Rene	10/6/2014	Interim assessment data and pull-out tutoring assignments will be evaluated to ensure students are performing at target levels	4/6/2015 biweekly
G2.MA2	Teachers lesson plans will be reviewed by their respective department heads and administration.	Groezinger, George	9/1/2014	Lab time will be evident in lesson plans and on rotational schedule.	5/29/2015 monthly
G2.MA3	"Students with attendance below 90 percent (total)" 2014-2015 SMART target goal will be reviewed throughout academic school year.	Groezinger, George	9/1/2014	Interim Progress reports and quarterly grades	6/5/2015 quarterly
G2.B1.S1.MA1	FSA-ELA 2015 assessment results.	Groezinger, George	5/25/2015	FSA-ELA 2015 assessment results.	6/5/2015 one-time
G2.B1.S1.MA1	Administrators and point person will conduct walk-throughs.	Groezinger, George	10/6/2014	Walk-through logs	4/6/2015 biweekly
G2.B2.S1.MA1	FSA-ELA 2015 assessment results.	Bieule, Matthew	5/25/2015	FSA-ELA 2015 assessment results will be interpreted and disseminated to respective departments.	6/5/2015 one-time
G2.B2.S1.MA1	Department meetings and administrative observation reports.	Groezinger, George	10/6/2014	Department meeting sign-in rosters and Observation logs.	5/25/2015 monthly
G2.B3.S1.MA1	Attendance and grade reports will be reviewed monthly for identified students.	Groezinger, George	9/1/2014	Attendance and grade reports	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Administration will review guidance counselor documentation.	Groezinger, George	11/3/2014	Guidance Counselors documentation.	6/5/2015 quarterly
G3.MA1	Administration and Department Heads will monitor field trip logs, club logs and lesson plans.	Groezinger, George	10/6/2014	Field trip logs, club logs and lesson plans.	6/5/2015 monthly
G3.MA2	Administration and Curriculum Council.	Groezinger, George	1/5/2015	Classroom roster logs.	6/5/2015 weekly
G3.B1.S1.MA1	Student enrollment in course offerings.	Groezinger, George	1/5/2015	Class rosters in STEM and CTE courses.	5/25/2015 weekly
G3.B1.S1.MA1	Student enrollment in STEM and CTE courses will be reviewed by administration.	Groezinger, George	1/5/2015	Class rosters in STEM and CTE subjects.	5/25/2015 weekly
G3.B1.S2.MA1	An increase in student enrollment in STEM and CTE related events and clubs.	Bieule, Matthew	10/6/2014	Club and event participation logs.	6/5/2015 monthly
G3.B1.S2.MA1	Administration and Department Heads will monitor field trip logs, club logs and lesson plans.	Bieule, Matthew	9/1/2014	Field trip logs, club logs and lesson plans.	6/5/2015 monthly
G3.B1.S2.MA1	Administration and Department Heads will monitor field trip logs, club logs and lesson plans.	Bieule, Matthew	9/1/2014	Field trip logs, club logs and lesson plans.	6/5/2015 monthly
G4.MA1	Connect-Ed logs and the school's website will be evaluated for usage throughout the year.	Groezinger, George	8/25/2014	Connect-Ed logs and website usage	6/5/2015 monthly
G4.MA2	Parent sign-in logs and climate survey results.	Groezinger, George	9/1/2014	Parent sign-in logs and climate survey results.	6/5/2015 quarterly
G4.B1.S1.MA1	Parent sign-in logs will be evaluated by administration.	Groezinger, George	8/25/2014	Sign-in logs for activities	6/5/2015 monthly
G4.B1.S1.MA1	Administration will review Connect-Ed logs and the school's website will be checked for the utilization of announcements.	Groezinger, George	8/25/2014	Connect-Ed logs and school website	6/5/2015 weekly
G4.B2.S1.MA1	Parent sign-in logs and school climate survey will be evaluated by administration.	Groezinger, George	9/1/2014	Parent sign-in logs and climate survey results.	6/5/2015 semiannually
G4.B2.S1.MA1	The school Administration and ESSAC Chair will review the sign in sheets/logs to determine the number of limited English proficient parents attending school events.	Enriquez, Marjorie	9/1/2014	EESAC logs	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement.

G1.B3 Staff will need Professional Development on incorporating instructional writing strategies across the curriculum.

G1.B3.S1 Provide Professional Development (PD) opportunities.

PD Opportunity 1

Strategies are presented on implementing reading and writing instruction in math and science courses.

Facilitator

Assistant Principal

Participants

Math and Science Department

Schedule

Semiannually, from 11/4/2014 to 2/17/2015

PD Opportunity 2

In preparation for the new assessments and standards participants will collaborate on ways to incorporate and implement text-based writing.

Facilitator

Assistant Principal

Participants

Language Arts, Reading, Social Studies and Electives Departments

Schedule

Semiannually, from 11/4/2014 to 2/17/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement.	5,785
Grand Total	**5,785**

Goal 1: Mater Academy Lakes will infuse reading and writing strategies in all core content areas in order to increase student achievement.		
Description	**Source**	**Total**
B4.S1.A1 - $5 per student for the purchase of Springboard.	School Improvement Funds	5,785
Total Goal 1		**5,785**