Mater Academy Charter Middle

2015-16 School Improvement Plan

Mater Academy Charter Middle

7901 NW 103RD ST, Hialeah Gardens, FL 33016

http://materacademyhigh.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	99%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in high school and within a global society.

Provide the school's vision statement

In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

School Environment

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

At Mater Academy, the concept of "family" is engrained in our culture. Components in social studies and language arts classes focus on cultural differences. Parent academies, student orientations, community involvement sessions, and student peers, establish the venue by which families can become an integral part of the "Mater Family".

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

Following the guidelines of the Jessica Lunsford Act and procedures as outlined by Miami-Dade County Public Schools, Mater Academy has a structure in place where teachers and students alike feel that they are in a safe learning environment. Emphasis on respect of self and others is engrained in students through leadership and career research classes. All after school programs are structured to enrich student learning, both academically and socially.

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

We believe that a safe and orderly school is of primary importance. When children behave in a respectful, responsible and safe manner, they learn more and develop into responsible adults whose "character counts". As a Miami-Dade County Public Charter School, Mater Academy uses the Code of Student Conduct published and distributed by the Miami- Dade County Public School Board. In order to ensure a safe and orderly learning environment, Mater Academy is enforcing stricter standards for its students. Proper behavior is recognized and consequences are given for breaking the code. Each parent must take an active role in supporting this plan. We want our children to learn to be responsible citizens. It is in the children's best interest that parents and staff work together to ensure a happy, safe and productive learning experience.

In order to provide the safest learning environment for our students, Mater Academy Middle/ High School has established a Progressive Disciplinary Plan. The plan emphasizes consistency across the board at the disciplinary level and correlates to Miami-Dade County Public Schools Student Code of

Conduct. It has been developed with the intention for students to understand that every inappropriate action has a consequence. The educational purposes of the Mater Academy Middle/ High School are accomplished best in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. Student behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated. The Progressive Disciplinary Plan will be implemented and enforced by the Administrative Team of Mater Academy Middle/ High School.

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

The Comprehensive Student Services Social-Emotional programs help to provide a well-rounded, in-depth understanding of how to deal with the stresses, challenges, and sudden tragic life events our students face everyday. Student Services Personnel provide individual, as needed, group counseling to students who might be grieving or experience post traumatic syndrome symptoms due to a tragic incident. They conduct whole group presentations utilizing comprehensive curricula in the area of Bullying , Harassment, Sexting, AIDS Awareness, and Youth related crimes. Based on proper screenings, students and their families are referred to outside agencies for continued evaluations, support, and rehab (Psychotherapy); some of which partner with the School; such as The Alliance, TAP, etc. In order to facilitate and establish student driven peer mediation and Awareness, tolerance organizations and clubs such as People's Club and the Gay Straight Alliance work to create safe spaces and a better acceptance of the diverse population in our School Community. School Counselors work closely with parents to make sure that the student's needs are being met at home as one recovers; finding stability again. All this is done to assure a solid, proactive, preventative cohesive Support System working towards meeting the needs of the ever changing student.

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

-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 mathematicss

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
	6	**7**	**8**	
Attendance below 90 percent	15	23	18	56
One or more suspensions	2	0	0	2
Course failure in ELA or Math	16	14	19	49
Level 1 on statewide assessment	0	161	165	326

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	75	78	156

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

Mater Academy provides various intervention programs for all students needing academic assistance. All students who scored a Level 1 or 2 in the Florida Comprehensive Assessment Test and/or End of Course Exams are enrolled in an intensive reading and/or math course respectively. In addition, these students are required to attend after school tutorial programs twice per week to target academic deficiencies. Pull-Out tutoring and push in tutoring is also offered for bubble students. Counselors provide academic assistance by meeting with students to develop better study skills and obtain strategies in preparation of assessments.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/187463.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Community involvement in school continues to be a fundamental part of the philosophy and operation of Mater Academy. The school ensures that parents, teachers, community members, and stakeholders are actively engaged in the design and implementation of the school. Community leaders and parents are urged to become valuable stakeholders, along with the staff, and are also encouraged to become members of the EESAC Committee and assist in the development of the School Improvement Plan. Mater Academy prides itself in an open-door policy where stakeholders can communicate directly with school administrators to enhance our programs. Through special events, such as Career Day, we are continuously soliciting the participation of stakeholders to enhance the community-school relations.

Title I, Part A Mater Academy High Charter School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Tutoring or summer school). The Miami-Dade Public School district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I funds will be used to employ a reading coach to oversee the implementation of the Comprehensive Research Based

Reading Program. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other key personnel such as paraprofessionals and a Community Involvement Specialist are employed through Title 1. Paraprofessionals provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialists support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school and Saturday tutoring program for Reading, Math, Writing, and Science. Title I funds are also used to purchase supplemental materials and technology for core subjects such as Reading, Math, and Science in order to improve instructional focus. Other components that are integrated into the school-wide program include the Title I Mater Academy Chess Club and an extensive Parental Program that requires parents to complete volunteer hours. Opportunities are created for parents to become involved through the Parent Academy which offers conferences on education and social issues.

Title II

The Miami-Dade district uses supplemental funds for improving basic education as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program

• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training

Title III

Mater Academy High Charter School receives Title III funds to supplement and enhance the programs for English Language

Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist gathers resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Currently, there are no students that fall under this demographic

Supplemental Academic Instruction (SAI)

Mater Academy High Charter School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Student Services Department coordinates drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that support prevention of violence and drug awareness in and around the school. These programs prevent the use of tobacco, alcohol drugs, and foster a safe, drug-free learning environment supporting student achievement. Mater Academy offers a non-violence and anti-drug program to students that incorporate field trips, community service, and guest speakers.

•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

•Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

•District Policy Against Bullying and Harassment

•Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

•This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

•Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

•All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

•Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Mater Academy High Charter School adheres to and implements the nutrition requirements state in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Other

Coordination and Integration: CIS involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. CIS increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. CIS conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. CIS impacts our goal to empower parents and build their capacity for involvement. CIS complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Moreover, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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:

Name	Title
Marty, Judith	Principal
Alonso, Yolanda	Instructional Coach
Alvarez, Maria	Teacher, K-12
Castillo, Trishia	Assistant Principal
Castro, Diana	Teacher, K-12
Fonteriz, Mildred	Teacher, K-12
Llanes, Idelsy	Teacher, K-12
Macho, Silvina	Instructional Media
Marrero, Blanca	Instructional Coach
Melo, Jessica	Other
Montero, Maria	Assistant Principal
Nunez, Jose	Assistant Principal
Perez, Beatriz	Assistant Principal
Portela, Carmen	Teacher, K-12
Rodriguez, Jose	SAC Member
Saladrigas, Adalyn	Other
Ulloa, Kismet	Assistant Principal
Montalvo, Carlos	Teacher, K-12
Stephens, Corey	Teacher, K-12

Duties

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

Tier 1(Leadership Team)
Administrators: Ensure commitment and allocate resources, provide a common vision for the use of data-based decision-making, conduct assessments of RtI skills of school staff via classroom walkthroughs, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Department Chairs: (Language Arts, English Language Learners (ELL), Mathematics, Science, Electives, and Physical Education): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Engages in classroom observations to assure implementation of the school improvement efforts. SPED Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations. Test Chairperson: Provides data to the RtI based on state, district and school-wide based assessments. Media Specialist: Provides assistance to teachers and students in obtaining media and library resources, develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention specially in the area of research, and endorses cross-curricular activities related to reading..
Instructional Coach(es) Reading and Mathematics: : Provides guidance on K-12 Comprehensive Research-based Reading Plan; facilitates and supports data collection activities; assists in data

analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Data Specialist: Brokers technology necessary to manage and display data; provides professional and technical support to the RtI Team regarding data analysis, management and display,

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

• Administrator will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

• School reading, math, science, and behavior specialists (Yolanda Alonso; Carlos Montalvo; Jose Rodriguez)

• Special education personnel (Adalyn Saladrigas)

• School guidance counselor (Trishia Castillo)

• School psychologist (Jorge Garcia)

• Member of advisory group, community stakeholders, parents: (Gabriela Matos)

• In addition to Tier 1 problem solving, the Leadership Team members will meet bi-weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Administrator, Reading Coach, Counselor, and classroom teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Administrator, Reading Coach, Special Education Specialist, the School Counselor, the School Psychologist, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
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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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using 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.
3. Determining how we will know if students have made expected levels of progress towards

proficiency.

4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gathering and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Judith Marty	Principal
Gabriela Matos	Teacher
Diana Castro	Teacher
Mary Pino	Education Support Employee
Heidi Arias	Parent
Giselle Leon	Parent
Onelis Gareia	Parent
Ana Martinez	Parent
Vivian Garcia	Parent
Gabriela Melo	Student
Matthew Ulloa	Student
Luis Vazquez	Business/Community
Carlos Laya	Business/Community
Roberto Blanch	Business/Community
Antonio Roca	Business/Community
Ana Millan	Teacher
Kristan Davalos	Teacher

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

Mater Academy EESAC reviewed and approved the 2014-2015 School Improvement Plan on 9/16/2014. The members received regular reports on the implementation of the SIP including progress related to the implementation of the strategies and results of benchmark and district/state assessments.

Development of this school improvement plan

During the last SAC meeting held on April 14, 2015, the council member reviewed the End-of-Year SIP and provided recommendations for the development of the 2015-2016 SIP. The School Improvement Plan is a permanent agenda item at all SAC meetings; data from formal assessments and strategy implementation, including goal progress, is shared and discussed at monthly meetings. The SAC participates in the Mid-Year Review and strategies are revised as needed. The council also reviews suggested strategies at the EOY SIP review which takes place during the last monthly meeting in April.

Preparation of the school's annual budget and plan

State and Federal funds such as FTE,Title 1, Title 3 monies are all utilized when preparing the school's annual budget. In preparation, the EESAC gathers data from the previous academic year and creates a budget to assist students in need of remediation.

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

Tutoring: $150,398.82
Professional Development: $2657.85
Educational Software: $1500.00

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:

Name	Title
Alonso, Yolanda	Instructional Coach
Marrero, Blanca	Instructional Coach
Montero, Maria	Assistant Principal
Melo, Jessica	Other
Llanes, Idelsy	Teacher, K-12
Portela, Carmen	Teacher, K-12
Stephens, Corey	Teacher, K-12
Fonteriz, Mildred	Teacher, K-12
Montalvo, Carlos	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One of the major initiatives of the LLT will be to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC) based on the Next Generation Sunshine State Standards (NGSSS) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT will foster reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is also a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community by developing such activities as literacy week, a book fair with a parent night, and the initiation of a foreign language book club. Additionally, the Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

Mater Academy fosters working relationships between teachers by providing forums to participate in Professional Learning Communities, monthly department meetings, and faculty meetings. These

meetings create opportunities for teachers to share best practices and ideas.

Mater Academy has also been named a SpringBoard Demonstration school by the CollegeBoard. Teachers from other schools have the opportunity to visit and observe model classrooms implementing the Pre-AP program called SpringBoard.

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

Mater Charter Middle School establishes and implements processes to recruit, employ, retain, mentor, and develop, and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

• Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;

• Partners with local universities to attract qualified graduates and participates in their job fairs;

• Provides the opportunity to apply on-line at the school's website: www.matermiddlehigh.org

• Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;

• Advertises on local web-based newspapers;

• Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;

• Recruits international teachers through Education Partner International LLC; and

• Actively hosts job fairs at select Mater school locations

EMPLOYMENT PROCESS

• Resumes are reviewed and applicants are pre-qualified according to job description, state certification, federal guidelines and other criteria;

• Candidates are contacted for an initial interview;

• The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);

• On successful completion of an initial interview, select candidates meet with the principal for a second interview;

• Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and

• The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

RETAINMENT PROCESS

• Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;

• Offers paid life insurance and disability plan;

• Provides teachers the ability to receive and accrue sick days;

• Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.

• Rewards Instructional personnel and administrators Merit Award Pay (MAP) following Florida Department of Education guidelines;

• Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";

• Encourages optional professional development opportunities; and

• Conducts walkthroughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.

MENTORING PROCESS

• Beginning/New Teacher Orientation is held before the commencement of each school year; beginning teachers, teachers new to the school, and those in need of improvement are assigned mentors. These individuals assist with their acculturation to the school's mores and are accessible to aid with any school

related or other issues.
• All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.
DEVELOPMENT OF STAFF
• Faculty members will complete an Individual Professional Development Plan (DPGT) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a timeframe in which it can occur. These DPGTs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be made as well as there is an opportunity to discuss and commit to said plan; and
• Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable;
• Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
• Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
• Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
• Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
• Team meetings may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs;
EVALUATION OF FACULTY
• The administrative team will each conduct a minimum of 15 walkthroughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
• Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.
Staffing responsibilities lie with administration.

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

Mentee Name: Ritchie, Trevor - 8th grade Science
Mentor Name: Morales, Yasser
Rationale for Pairing: Mr. Morales has been a Science teacher for over a decade. His years of experience and vast knowledge in the subject as well as his classroom proximity to Mr. Ritchie facilitate increased collaboration and discussion.
Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

_____

Mentee Name: Roque, Darryll, - 7th and 8th grade Mathematics
Mentor Name: Ileana Lecusay
Rationale for Pairing: Mrs. Lecusay has been a Mathematics teacher for 9 years. She is also the team leader for the 7th grade professional learning community, of which Mr. Roque is a member.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

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

The school ensures that teachers use proven instructional programs that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real life situations and give students feedback to improve their performance. The school has adopted the SpringBoard Program that is fully aligned to the Florida Standards in Math and Reading as well as the use of CPALMS for sample lessons and Professional Development. To endure fidelity of these instructional programs, the school utilizes grade/subject level pacing guides and instructional focus calendars all aligned to the Florida Standards. The departments meet periodically to plan and share best practices. Lesson plans are then created and submitted to assistance principals for review. A common board configuration is required of each teacher outlining the Florida Standards objectives, agenda,essential questions, and vocabulary for each class. Leadership team members observe and verify the fidelity of curriculum implementation through co-teaching, modeling , and mentoring. To ensure teachers are on task and effective, various processes are implemented such as IPEGS conducted at least once a year, classroom walkthroughs conducted daily, and student performance data.

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

Formative assessments are administered quarterly. Instructional strategies and/or research-based material are modified based on the results of data from such data.Students receive differentiated instruction based on weakness or strengths from formative assessment results. Students are reassessed with summative assessments to ensure mastery has taken place.
Computer programs such as Reading Plus, iReady, Triumph Learning, and Math IXL are used in as supplementary resources. All programs are aligned to the Common Core standards. With this reading intervention, students have the opportunity to engage with complex texts. This program not only tracks student performance but also provides educators with actionable prompts to help even the most struggling reader progress through the program. The instructional components in the supplemental resources scaffold comprehension tasks.
Math IXL is aligned to the Common Core State Standards, providing comprehensive coverage of math concepts and applications. Math IXL provides unlimited practice problems specifically tailored to each required standard. Student progress is tracked and proficiency scored reports are generated. These reports allow the teachers to evaluate student aptitude and identify areas of weakness.
iReady is a program adopted by the district with three diagnostic assessments given to ELA and Mathematics students throughout the year to provide teachers with data in order to track student progress.

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: After School Program

Minutes added to school year: 3,380

After school tutoring begins in early October and ends in April. This program is offered as a remediation tutoring in Reading, Math, and Science on Monday thorough Thursday for 90 minutes per day. .

Strategy Rationale

All students will benefit from the before and tutoring programs offered at Mater Academy Middle School. The before and after school tutoring program remediates all students not meeting high standards in Math , Reading, and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Alonso, Yolanda, yalonso@dadeschools.net

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

Strategy: Before School Program

Minutes added to school year: 4,500

Math and Science teachers begin tutoring as early as 6:30 am to offer assistance to students needing remediation in mathematics and Science.

Strategy Rationale

All students will benefit from the before and tutoring programs offered at Mater Academy Middle School. The before and after school tutoring program remediates all students not meeting high standards in Math , Reading, and Science.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Montero, Maria, mmontero@dadeschools.net

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

Strategy: Weekend Program

Minutes added to school year: 1,620

Saturday Tutoring offers Reading, Math, and/or Science to enrich students in preparation for state assessments, and EOC testing.

Strategy Rationale

The Saturday Tutoring Program enriches all students that are above grade level through instruction in the core academic subjects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Melo, Jessica, jessicastewart@dadeschools.net

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

Data is collected quarterly after each administration of the Interim Assessment. Classroom teachers meet by subject area during lunch and analyze the growth and areas of concern. Instructional decisions based on data are made at the time. Instructional focus calendars are adjusted to meet the needs of the students.

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

Mater Academy employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. There is a collaborative process that takes place within grade levels, content areas, and feeder schools.
A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

·

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   The goal is to increase student achievement by improving core instruction in all content areas.

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. The goal is to increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

`G070879`

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	93.0
Algebra I EOC Pass Rate	98.0
Geometry EOC Pass Rate	98.0
Math Lowest 25% Gains	87.0
Math Gains	87.0
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	
FSA English Language Arts - Achievement	85.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	75.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	39.0
Bio I EOC Pass	95.0
FCAT 2.0 Science Proficiency	42.0
CELLA Writing Proficiency	41.0

Resources Available to Support the Goal `2`

- Highly qualified personnel, professional development opportunities, research-based materials, flexible master schedules, curriculum, instruction, funding, instructional coaches, school wide leadership initiative, community partners, environment, and school culture

Targeted Barriers to Achieving the Goal `3`

- Students and Teachers need additional technology resources to provide greater practice for computer based EOC and FSA assessments

Plan to Monitor Progress Toward G1. `8`

Results from classroom-based formative and summative assessments; district mandated interim assessments; IPEGS Teacher Observations; and Walk-through logs.

Person Responsible
Judith Marty

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
RtI / MTSS Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes; and Data Chats

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. The goal is to increase student achievement by improving core instruction in all content areas. `1`

🔑 G070879

G1.B1 Students and Teachers need additional technology resources to provide greater practice for computer based EOC and FSA assessments `2`

🔑 B184763

G1.B1.S1 Provide Professional development for the use of computer based resources that ongoing formative assessment and student specific diagnostic practice. `4`

🔑 S196187

Strategy Rationale

Teachers need assistance with technology resources and students need additional computer based practice.

Action Step 1 `5`

Three iReady training sessions will be provided through the Curriculum Associates to be used in class and in Tutoring Programs

Person Responsible

Judith Marty

Schedule

Quarterly, from 8/14/2015 to 4/7/2016

Evidence of Completion

Administrators and department chairs will conduct walkthroughs and participate in PLC to observe the effectiveness of the implementation.

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

The Leadership Team will review the lesson plans, including formative and summative assessments.

Person Responsible

Judith Marty

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans. .

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy

Person Responsible

Judith Marty

Schedule

Quarterly, from 9/24/2015 to 6/9/2016

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.

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.B1.S1.A1	Three iReady training sessions will be provided through the Curriculum Associates to be used in class and in Tutoring Programs	Marty, Judith	8/14/2015	Administrators and department chairs will conduct walkthroughs and participate in PLC to observe the effectiveness of the implementation.	4/7/2016 quarterly
G1.MA1	Results from classroom-based formative and summative assessments; district mandated interim assessments; IPEGS Teacher Observations; and Walk-through logs.	Marty, Judith	8/24/2015	RtI / MTSS Curriculum Council Agenda and Meeting Minutes; EESAC Agenda and Meeting Minutes; and Data Chats	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy	Marty, Judith	9/24/2015	Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.	6/9/2016 quarterly
G1.B1.S1.MA1	The Leadership Team will review the lesson plans, including formative and summative assessments.	Marty, Judith	8/24/2015	Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans. .	6/9/2016 daily

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 Opportunities

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

G1. The goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Students and Teachers need additional technology resources to provide greater practice for computer based EOC and FSA assessments

G1.B1.S1 Provide Professional development for the use of computer based resources that ongoing formative assessment and student specific diagnostic practice.

PD Opportunity 1

Three iReady training sessions will be provided through the Curriculum Associates to be used in class and in Tutoring Programs

Facilitator

Curriculum Associates

Participants

teachers and administrators

Schedule

Quarterly, from 8/14/2015 to 4/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Three iReady training sessions will be provided through the Curriculum Associates to be used in class and in Tutoring Programs			$129,389.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6012 - Mater Academy Charter Middle	General Fund		$1,200.00
		239-Other	6012 - Mater Academy Charter Middle	Title I Part A		$51,275.70
			Notes: After School /Saturday Tutoring Language Arts			
		239-Other	6012 - Mater Academy Charter Middle	Title I Part A		$51,275.70
			Notes: After School/Saturday Tutoring Mathematics			
		239-Other	6012 - Mater Academy Charter Middle	Title I Part A		$25,637.84
			Notes: After School/Saturday Tutoring Science			
					Total:	$129,389.24