Mater International Preparatory

2019-20 Schoolwide Improvement Plan

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Mater International Preparatory

795 NW 32ND ST, Miami, FL 33127

http://www.materacademyis.com/

Demographics

Principal: Giselle Bernal

Start Date for this Principal: 8/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-9
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (64%) 2016-17: B (56%) 2015-16: A (66%) 2014-15: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 6-9	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	A

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the District is: Meaningful achievement of academics facilitated by teachers, administrators, parents & the community enabling students to become confident, self-directed & responsible lifelong learners.

The mission of Mater International Preparatory is to provide an innovative, challenging, bilingual and multi-cultural curriculum, preparing students to have a global edge. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:
• create a thirst for knowledge in all disciplines;
• kindle the art of thinking and serve as a springboard for lifelong learning; and
• deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

The vision of Mater International Preparatory is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parent, teachers, and staff

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Melian, Ileana	Principal	-Overall day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases -SACS/AdvancED -School Wellness Plans -School Improvement Plan (SIP) -Parent concerns -Building maintenance -Faculty meetings -Crisis management -Fire Alarm Contact -Annual School Accountability Report -Personnel Issues Evaluations/Supervision -IPGP -Approves of Days Off & all leave requests - Approves School Events and Field Trips -Approves school fundraising activities -Maintenance Approvals -Technology purchases and approvals -Title I Program requirements -Conflict Resolution -Discipline -EESAC -Student Retentions -Threat Assessment Team -FSSA Safety and Security -SESIR
Bernal, Giselle	Assistant Principal	-Principal's designee when the Principal is not present -Assist with School Improvement Plan (SIP) -Test Chair for K-9 -Accreditations/SACS -Curriculum Support and Decisions -Parent Concerns -Discipline -Crisis Management -Reports Final Decisions and Approvals to Principal -Daily Evaluations/Supervision -Conflict Resolution -Assisting with Charter Tools -Title I and Title III support -Master Schedules -Member of Threat Assessment Team
Rosales, Reina	Instructional Coach	-Attends Science and Math District Mtgs and reports back to Admin -Professional Development Liaison -STEM Liaison

Name	Title	Job Duties and Responsibilities
		-Science Fair -Science STEM NIGHT -Teacher Mentoring/modeling instruction -Science Data -Science Coaching -Student Coaching -Maintain coaching logs
Verde, Rosa	School Counselor	-K-9 School Counseling -Group conunseling -Liaison for all wellness programs -Middle School Course Requirements -College Readiness Advocate -Virtual School Contact and Facilitator -Parental support -Charity Fundraising Liaison -CRISIS and DCF Guidance -Truancy -Character Education Program Liaison -Member of Threat Assessment Team

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	21	18	0	0	0	0	42
Attendance below 90 percent	0	0	0	0	0	0	1	0	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	9	7	6	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	36	20	17	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	14	8	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

0

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	1	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	3	3	4	5	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	13	7	4	2	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	10	10	6	0	0	0	43

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	1	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	3	3	4	5	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	13	7	4	2	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	10	10	6	0	0	0	43

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	75%	63%	61%	51%	59%	57%
ELA Learning Gains	69%	61%	59%	57%	59%	57%
ELA Lowest 25th Percentile	68%	57%	54%	57%	55%	51%
Math Achievement	75%	67%	62%	63%	62%	58%
Math Learning Gains	68%	63%	59%	69%	60%	56%
Math Lowest 25th Percentile	74%	56%	52%	67%	52%	50%
Science Achievement	67%	56%	56%	20%	53%	53%
Social Studies Achievement	79%	80%	78%	72%	75%	75%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	6	7	8	9	
Number of students enrolled	3 (0)	21 (0)	18 (0)	0 (0)	42 (0)
Attendance below 90 percent	1 (0)	0 (1)	1 (2)	0 (1)	2 (4)
One or more suspensions	0 (0)	1 (0)	0 (1)	0 (0)	1 (1)
Course failure in ELA or Math	9 (3)	7 (3)	6 (4)	0 (5)	22 (15)
Level 1 on statewide assessment	0 (13)	36 (7)	20 (4)	17 (2)	73 (26)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	69%	58%	11%	54%	15%
	2018	69%	53%	16%	52%	17%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	80%	56%	24%	52%	28%
	2018	73%	54%	19%	51%	22%
Same Grade Comparison		7%				
Cohort Comparison		11%				
08	2019	81%	60%	21%	56%	25%
	2018	80%	59%	21%	58%	22%
Same Grade Comparison		1%				
Cohort Comparison		8%				
09	2019	33%	55%	-22%	55%	-22%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison		-47%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	69%	58%	11%	55%	14%
	2018	60%	56%	4%	52%	8%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	78%	53%	25%	54%	24%
	2018	78%	52%	26%	54%	24%
Same Grade Comparison		0%				
Cohort Comparison		18%				
08	2019	36%	40%	-4%	46%	-10%
	2018	59%	38%	21%	45%	14%
Same Grade Comparison		-23%				
Cohort Comparison		-42%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	65%	43%	22%	48%	17%
	2018	10%	44%	-34%	50%	-40%
Same Grade Comparison		55%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018	86%	65%	21%	65%	21%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	80%	73%	7%	71%	9%
2018	81%	72%	9%	71%	10%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	63%	17%	61%	19%
2018	95%	59%	36%	62%	33%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	63	78	74	63	71	75	60	55			
HSP	76	68	65	74	68	72	68	78	93		
FRL	73	68	67	74	68	75	67	78	93		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	35	56	53	23	35	31					
HSP	71	77	62	68	55	55	36	83	72		
FRL	72	77	63	68	56	55	36	83	64		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	31	56	59	49	62	69	9				
BLK	54	54		85	62						
HSP	51	57	58	61	69	64	20	72	50		
FRL	50	55	54	63	67	64	22	69	52		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	725
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performance in data was in science achievement at 67%. One contributing factor is the language barrier among the English Language Learner population that took the science assessment. However, the proficiency increased from 37% in 2018 to 67% in 2019.

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

The greatest decline in data, from 77% in 2018 to 69% in 2019 was in ELA Learning Gains. The lack of parental involvment and access to technology at home are factors that contributed to this decline in learning gains.

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

All the data components scored higher than the state averages.

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

The data component that showed the most improvement was in science achievement, from 37% in 2018 to 67% in 2019. The school provided more support to ELL level one and two students in science and reading. Additionally, a "Science Bootcamp" was provided to all students in order to prepare for the assessment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the potential number of students who failed course work in ELA or math.

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

1. Increasing proficiency among the ELA lowest 25th percentile.
2. Maintaning or increasing 75% proficiency in ELA.
3. Maintaning or increasing 75% proficiency in math.
4. Increasing student achievement in social studies.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If core instruction is increased in all content ares, the student achievement will improve.
Rationale	Core Instruction in all content areas need to interlink. Integration of ELA and Math within Science and Social Studies is of utmost importance to ensure that core instruction is successful. This year at Mater International Preparatory some teachers lack the sufficient experience in teaching core instruction in the content areas and would benefit from additional professional developments. Students are also not used to using reading or math strategies during science and social science times. Students who have difficulty in reading comprehension will find that having to use comprehension strategies in the content areas will also be struggling as they aim to master skills. Lack of teacher experience is a barrier for this goal.
State the measurable outcome the school plans to achieve	Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have numerous opportunities to engage in critical thinking and inquiry activities. This process will help students demonstrate what they know and acquire a greater understanding of the content specific to each of the disciplines.
Person responsible for monitoring outcome	Giselle Bernal (gbernal@materacademyis.com)
Evidence-based Strategy	According to our school data our Social Studies Achievement level was a 79% while the district was at an 80% and the state at a 78%. We surpassed the state, however, in order to close this gap this school year we will be providing students opportunities to utilize a process approach that will generate review and synthesis of content and will provide them the platform to organize and present information.
Rationale for Evidence-based Strategy	This year teachers will be using Reading comprehension strategies that will engage students in critical thinking and student based learning. This will allow students to have a greater understanding of the content specifically Social Studies.
Action Step	
Description	1. Administrators and teachers will be provided with professional development opportunities through workshops, PLC's, and lesson studies to acquire effective techniques to incorporate during all content area instruction. 2. Administrators will monitor ongoing data through bi-weeklies, interim assessments and i-Ready reports submitted by teachers. 3. Lesson plans will be checked on a weekly basis to ensure the core strategies are incorporated in Social Sciences and Science. 4. Writing across all content areas will be monitored by Instructional coach and Administration.
Person Responsible	Giselle Bernal (gbernal@materacademyis.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Mater International Preparatory is a Title I school. Please refer to the PFEP.

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

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 overall well-being of Mater International Preparatory students is an integral part of our philosophy. Student Support Services seeks to provide support both in and out of the classroom in the areas of academic support, social-emotional development and physical well-being. The Mater International Preparatory Charter School Student Services Team consists of a general education teacher, a part-time social worker and a school psychologist. These professionals work closely with students, parents, community agencies and school personnel to ensure that every student is provided the opportunity to maximize his or her social, emotional and intellectual abilities. The Student Services Team helps students to feel at ease with teachers and the school environment. Individual and group counseling sessions are conducted to address students' social and emotional needs. Conflict resolution training is provided to students. Teachers work diligently to prevent bullying and violence in the school and community. The Student Services Team meets with parents, teachers and school administration to discuss student academic and behavioral needs and to determine if students need assistance outside of the traditional classroom setting.

Student Services Personnel welcome the opportunity to meet with parents, discuss concerns and assist students in any way possible. Counseling is included in every student's curricula at Mater International Preparatory.

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

Orientation, Open House night, and parent/student information meetings are scheduled throughout the school year with administration, teachers, and the social worker to keep families informed of state, district, and school policies and other information pertaining to student progression. Tiger Pals will have monthly meetings for parents to come into the school and discuss issues of relevance to the parents for the benefit of the students. Through the Title I program the parents will have assistance with logging into the Gradebook, and will have numerous opportunities to volunteer at events such as STEM Night, Hispanic Heritage Festival, and Reading Under the Stars to name a few.

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.

Mater International Preparatory's leadership team follows specific guidelines when aligning and purchasing resources for the school in order to meet the needs of all students.

At the start of every year, teachers are provided a box of classroom essentials. The materials include staplers, pens, pencils, among other things. An inventory of resources is collected at the beginning and end of every school year. The inventory includes the instructional materials, curricular materials, technology, and classroom furniture in the individual teachers' classrooms. The instructional materials list are separated by subject area. The leadership team reviews the inventory and creates a spreadsheet by grade level of materials.

The leadership team discusses the effectiveness of the instructional materials in terms of alignment to the standards. Research is done to ensure that the materials are up-to-date with the current standards. The materials are compared to the district-adopted materials and pacing guides that are correlated to the standards. According to the information that is gathered, the team decides if purchases need to be made. Software programs are also evaluated for effectiveness and fidelity. The team reviews usage and performance reports to analyze student progress on the programs. The programs are checked for standards alignments and decisions are made for renewal.

Purchases are made based on the projected number of students for the new school year. intervention and tutoring material estimates are based on Standardized assessment data.The administration will brainstorm on how the purchasing of materials will affect the budget and determine the best option on how to allocate funds and what account the funds will come from. The EESAC committee approves the funding of programs and materials throughout the school year.

Leadership meetings are held weekly. Within the meetings instructional and curricular materials are analyzed by performance reports, bi-weekly spreadsheets and observations conducted by the team.

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

Mater International Preparatory promotes academic and career planning by organizing a Career Day dedicated to different careers. Community professionals from a variety of careers volunteer their time to share what they do with the students at our school. Students have the opportunity to interact with professionals from areas of their own individual interests and also share discussions and ask questions that relate to the tasks and responsibilities within that career.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If core instruction is increased in all content ares, the student achievement will improve.	$0.00
		Total:	$0.00