

Miami-Dade County Public Schools

# Mater Academy Charter Middle School



2019-20 Schoolwide Improvement Plan

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# Mater Academy Charter Middle School

7901 NW 103RD ST, Hialeah Gardens, FL 33016

[www.matermiddlehigh.org](http://www.matermiddlehigh.org)

## Demographics

**Principal: Alex Tamargo**

Start Date for this Principal: 8/10/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (63%) 2016-17: A (68%) 2015-16: A (62%) 2014-15: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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www.matermiddlehigh.org

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	86%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

## School Grades History

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

## School Board Approval

N/A

## SIP Authority

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<https://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.

## Part I: School Information

### 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. Our Mission is the Meaningful achievement of Academics facilitated by Teachers, administrators, parents and the community Enabling students to become confident, self-directed and Responsible lifelong learners.

#### **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 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
Nunez, Jose	Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Morris, Beatriz	Assistant Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Montero, Maria	Assistant Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Alonso, Yolanda	Instructional Coach	Instructional Leader Personnel Training and Coaching Curriculum Development
Macho, Silvina	Instructional Media	Media and Technology Specialist Data Analysis
Castro, Diana	Teacher, ESE	SPED Program Specialist IEP Monitoring Special Education Monitoring
Lopez, Elsa	Other	Testing Chair Person Test Security Teacher Training Data Analysis
Marrero, Blanca	Instructional Coach	ELL Coordinator ELL Student Support ELL Student Testing and Reporting
Marty, Judith	Other	Chief Academic Officer for Mater Academy Inc.
Wilson, Denise	Teacher, K-12	Mathematics Department Chair Student Safety and Instruction



Name	Title	Job Duties and Responsibilities
Fonteriz, Mildred	Teacher, K-12	Department Chairperson Student Instruction and Safety

**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	433	450	474	0	0	0	0	1357
Attendance below 90 percent	0	0	0	0	0	0	17	25	26	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	26	25	20	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	95	79	89	0	0	0	0	263

**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	1	1	0	0	0	0	0	2
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)**

**Date this data was collected or last updated**

Tuesday 8/13/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
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Students with two or more indicators

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

**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	0	0	0	0	0	0	0	0

**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	68%	58%	54%	69%	53%	52%
ELA Learning Gains	60%	58%	54%	63%	55%	54%
ELA Lowest 25th Percentile	48%	52%	47%	52%	48%	44%
Math Achievement	73%	58%	58%	74%	54%	56%
Math Learning Gains	63%	56%	57%	69%	56%	57%
Math Lowest 25th Percentile	58%	54%	51%	67%	51%	50%
Science Achievement	53%	52%	51%	56%	50%	50%
Social Studies Achievement	84%	74%	72%	74%	70%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	433 (0)	450 (0)	474 (0)	1357 (0)
Attendance below 90 percent	17 ( )	25 ( )	26 ( )	68 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	26 (0)	25 (0)	20 (0)	71 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

**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	65%	58%	7%	54%	11%
	2018	72%	53%	19%	52%	20%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	71%	56%	15%	52%	19%
	2018	65%	54%	11%	51%	14%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
08	2019	67%	60%	7%	56%	11%
	2018	74%	59%	15%	58%	16%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	58%	12%	55%	15%
	2018	83%	56%	27%	52%	31%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2019	72%	53%	19%	54%	18%
	2018	64%	52%	12%	54%	10%
Same Grade Comparison		8%				
Cohort Comparison		-11%				
08	2019	53%	40%	13%	46%	7%
	2018	63%	38%	25%	45%	18%
Same Grade Comparison		-10%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	29%	43%	-14%	48%	-19%
	2018	33%	44%	-11%	50%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
Year	School	District	School Minus District	State	School Minus State
2019	75%	68%	7%	67%	8%
2018	90%	65%	25%	65%	25%
Compare		-15%			
<b>CIVICS EOC</b>					
Year	School	District	School Minus District	State	School Minus State
2019	83%	73%	10%	71%	12%
2018	70%	72%	-2%	71%	-1%
Compare		13%			
<b>HISTORY EOC</b>					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
<b>ALGEBRA EOC</b>					
Year	School	District	School Minus District	State	School Minus State
2019	89%	63%	26%	61%	28%
2018	95%	59%	36%	62%	33%
Compare		-6%			
<b>GEOMETRY EOC</b>					
Year	School	District	School Minus District	State	School Minus State
2019	100%	54%	46%	57%	43%
2018	100%	54%	46%	56%	44%
Compare		0%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
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
SWD	34	45	39	46	64	61	36				
ELL	53	55	46	64	51	54	34	82	80		
BLK	48	41	27	44	35	33	30	57	70		
HSP	70	61	50	75	64	59	54	86	86		
WHT	67	45		74	67			73			
FRL	67	60	48	72	61	57	52	82	85		

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
SWD	44	52	40	60	67	57	40	50			
ELL	41	48	44	59	59	59	39	41	94		
BLK	54	58	60	69	58	64	62	60	32		
HSP	72	63	49	78	64	66	62	70	49		
WHT	68	72		68	56						
FRL	70	63	51	77	63	66	60	70	91		
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
SWD	52	63	50	44	52	41		53			
ELL	38	53	51	51	58	59	21	51	72		
BLK	58	53	47	63	69	73	45		100		
HSP	70	63	53	74	69	67	57	74	84		
WHT	67	75		73	69						
FRL	68	63	52	73	69	65	54	73	84		

### 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
OVERALL Federal Index – All Students	67
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	79
Total Points Earned for the Federal Index	672
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO

<b>English Language Learners</b>	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
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 data shows that at 53% achievement, the lowest data component performance is in Science. Contributing factors to this performance include: failure to provide interventions and support, failure to provide adequate data analysis and the creation of an effective plan to target specific students weakness, unsatisfactory differentiated instruction and a need for more instructional support through paraprofessionals, tutoring, and interventions.

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

The data shows that the lowest 25% of students showed the greatest decline in performing overall, dropping 2 percentage points in ELA and 8 percentage points in Mathematics from 2018 to 2019. Factors to this decline include: poor identification of students, failure to provide interventions and support, failure to provide adequate data analysis and the creation of an effective plan to target specific students weakness, unsatisfactory differentiated instruction and a need for more instructional support through paraprofessionals, tutoring, and interventions.

#### **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.**

In no data component does the school fall below the state average. The largest gap between the state average and the school's performance is in Math Achievement in which the school scored a 73% Achievement Rate. This is 15% higher than the states average achievement rate of 58%. The factors that contributed to this gap include high quality mathematics instruction, increased interventions from paraprofessionals and multi-tiers support systems including tutoring, pull-out, in class differentiated instruction.

#### **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 the Social Studies Achievement Component which saw a 14% growth from an achievement rate of 70% in 2018 to a 84% rate in 2019. The new action taken in this area included instruction in an auditorium setting with teachers differentiating instruction.

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

Based on the EWS data, a potential area of concern are the number of students who score a level 1 on a state assessment. These students will be part of our lower quartile group and will need additional service and support.

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

1. A focus on Social-Emotional Learning Training and Instruction
2. Identify, Track, and Provide Interventions for our Lower Quartile
3. Advanced Academics Department Formation and provide increased opportunities for students
4. National STEM Certification
5. Improved Science Instruction / Facilities

## **Part III: Planning for Improvement**

### **Areas of Focus:**



<b>#1</b>	
<b>Title</b>	Lowest 25th Percentile Students in ELA and Mathematics
<b>Rationale</b>	The students in the lower 25th percentile in both ELA and Mathematics showed decreases in achievement from the 2018 to the 2019 school year. In 2018, 50% of Students in the Lowest 25th Percentile in ELA achieved mastery while in 2019 only 48% of students achieved mastery. In 2018, 66% of students in the Lowest 25th Percentile in Mathematics achieved mastery while in 2019 only 58% of students achieved mastery.

<b>State the measurable outcome the school plans to achieve</b>	For the 2019-2020 school year the goal is to have at least 50% of students in the Lowest 25th Percentile in ELA achieve mastery and at least 66% of students in the lowest 25th percentile in mathematics achieve mastery.
<b>Person responsible for monitoring outcome</b>	Jose Nunez (tigernunez@dadeschools.net)
<b>Evidence-based Strategy</b>	Evidence-based strategy that will be implemented is the targeted use of paraprofessionals and tutoring services.
<b>Rationale for Evidence-based Strategy</b>	Based on the results from 2018-2019, those students who participated in a structured pull-out or push-in tutoring program with paraprofessionals saw increased learning gains. In fact, on average, 80% of students who received this remediation strategy saw learning gains and improved results.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify the lowest 25th percentile in both English Language Arts and Mathematics</li> <li>2. Share list of students with both teachers and paraprofessionals include student data and results</li> <li>3. Create a structured schedule of pull-out and push-in tutoring sessions for the lowest 25th percentile students</li> <li>4. Work with classroom teachers to develop quality lessons based on standards of greatest weakness</li> <li>5. Monitor through through walk-through observations, progress monitoring assessment and iReady Diagnostic Assessments</li> </ol>
<b>Person Responsible</b>	Yolanda Alonso (yalonso@dadeschools.net)

**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).**

In addition to our School Wide Area of Focus, Two other school-wide improvement priorities include:

- 1) a focus on social- emotional education and mental health wellness. This will be addressed by
  - Mental health training for all faculty and staff
  - Socio-emotional learning lessons conducted through social students classes for students

- Positive reinforcement and messages throughout the school
- Continued school wide Student-Services initiatives including Red Ribbon Week, Health Fairs, Guest Speakers and Wellness Campaigns

2) a focus on advanced academics. This will be addressed by:

- increased opportunities for accelerated courses including High School College Level Classes
- Saturday tutoring for enrichment and advancement
- a revised after care enrichment program
- accelerated study abroad program

## 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.**

The school plans to build positive relationships with parents, families, and other community stakeholders through a variety of outreach and informational session. First, EESAC - the Educational Excellence School Advisory Council meets on the 2nd Tuesday of the month, 6 times in the school year. This is an opportunity for parents, students, teachers, stake-holders, and administrators to gather and discuss the school improvement plan goals and progress. Additionally, monthly Parent Academies and the Title I Information Meetings are held to provide parental support on a variety of topics based on parent feedback from the previous year. Our ConnectED system, School Website, and Social Media Platforms provide timely information and announcements to all stakeholders and also celebrate and share the successes and activities of the school community. Four times a year, parents are invited to discuss student grades, effort and conduct with teachers and administrators through our quarterly parent conferences.

### **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.**

As part of the school's efforts to meet the social-emotional needs of all students, all staff will be trained with Youth Mental Health First Aid. Additionally, throughout the years our counselors will conduct targeted sessions with students and host campaigns to bring awareness to various concerns such as Red-Ribbon Week, MADD, Mindfulness and Abuse. Through Social Studies classes, students will engage in Social Emotional Lessons will be conducted and positive/inspirational messages will be posted around the school. Our initiative to recognize those students moving int eh right direction (Lion Strides Awards) will continue with a greater emphasis on personal responsibility and effort.

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

Our Counselors work with their specific grade levels to provide ongoing support and meet the specific needs to each cohort. Additionally our CAP Adviser has regular meetings with students, has weekly REMIND messages, hosts college information sessions, FAFSA workshops and academic advising

sessions in order to best support and track our students. Regular data chats are held with teachers and administrators to ensure students are receiving the courses they need to move from one level to the next.

**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 school's leadership team, meets on a weekly basis to discuss resource management and distribution.

Additional our Curriculum Council, which is made up of department chairs, instructional coaches, directors, administrators and Specialists, meet on a bi-weekly basis to coordinate implementation of funds, services, and program.

All Decisions are discussed and voted upon, if needed at the school's monthly EESAC Meeting and stakeholders can provide their input at these meetings as well as the schedule Title I Meetings and at the biweekly

Literacy Leadership Team meetings.

Inventory of resources is maintained the by the corresponding departments who use the resources and data on the resource use and effectiveness of the strategies is collected through walk-through observations, formative assessments and summative state assessments.

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

The school's CAP Counselor and our Advanced Academics Department works in partnership with our STEM TEAM to produce meaningful partnerships that promote career and college readiness. A robust Dual-Enrollment, Advanced Placement and Industry Certification courses allow students to earn college credit or industry skills while still in high school. Partnerships with organizations such as Verizon, Digital Promise, Apple, Vex Robotics, FIU, Mater's Alumni Network, Wells Fargo and many others support our efforts through grant opportunities, guest speaking sessions, career day, college tours, and internship opportunities.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Lowest 25th Percentile Students in ELA and Mathematics				\$674,990.01
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	120-Classroom Teachers	6012 - Mater Academy Charter Middle School	Title, I Part A		\$274,424.85	
<i>Notes: Extra Period Supplement</i>						
	160-Other Support Personnel	6012 - Mater Academy Charter Middle School	Title, I Part A		\$32,480.00	
<i>Notes: ParaProfessional Jailene Cabrera</i>						
	160-Other Support Personnel	6012 - Mater Academy Charter Middle School	Title, I Part A		\$31,112.59	

			<i>Notes: ParaProfessional Eric Lamazares</i>			
		160-Other Support Personnel	6012 - Mater Academy Charter Middle School	Title, I Part A		\$32,480.00
			<i>Notes: ParaProfessional Jasmine Berge</i>			
		130-Other Certified Instructional Personnel	6012 - Mater Academy Charter Middle School	Title, I Part A		\$72,371.04
			<i>Notes: Reading Coach: Yolanda Alonso</i>			
		160-Other Support Personnel	6012 - Mater Academy Charter Middle School	Title, I Part A		\$29,120.00
			<i>Notes: Community Involvement Specialist: Gloria Lozano</i>			
		120-Classroom Teachers	6012 - Mater Academy Charter Middle School	Title, I Part A		\$155,537.91
			<i>Notes: Tutoring</i>			
	1380	690-Computer Software	6012 - Mater Academy Charter Middle School	Title, I Part A		\$47,463.62
					<b>Total:</b>	<b>\$681,380.01</b>