Mater Academy East Charter School

2019-20 Schoolwide Improvement Plan

Table of Contents

Mater Academy East Charter School

450 SW 4TH ST, Miami, FL 33130

www.matereast.org

Demographics

Principal: Beatrice Riera

Start Date for this Principal: 8/1/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	87%
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 (72%) 2017-18: A (79%) 2016-17: A (75%) 2015-16: A (70%) 2014-15: A (86%)
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)
Elementary School KG-5	Yes	87%

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	A	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.
Our mission is to accomplish a fostering educational environment by providing students with the necessary skills to reach their highest potential.

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.
Mater Academy East's vision is to provide a loving, caring and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, 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
Riera, Beatriz	Principal	Beatriz Riera is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Oversees the mentor and mentee program. Additionally, she analyzes data and connects it to the instructional needs of the students at Mater Academy East.
Rivas, Michelle	Assistant Principal	Michelle Rivas assists in progress monitoring of at risk students. She will analyze the data collected and ensure proper interventions are taking place. Additionally, Ms. Rivas will oversee the after school tutoring program for ELL students using funds granted through Title III.
Casal, Joseph	Instructional Coach	Joseph Casal meets with teachers during common planning to support the design of rigorous unit plans. He provides resources and assist teachers in locating and using instructional materials that support best practices.
Aguilar, Jessica	Instructional Coach	Jessica Aguilar meets with teachers during common planning to support the design of rigorous unit plans in the areas of reading and math.She provides resources and assist teachers in locating and using instructional materials that support best practices. Ms. Aguilar also ensures proper implementation of interventions.
Gomez, Anette	Instructional Coach	Anette Gomez meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assist teachers in locating and using instructional materials that support best practices.
Estrada, Magdalena	Administrative Support	Maggie Estrada, Staffing Specialist, will anticipate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Ensure IEPs, EPs and 504s are created and implemented.
Alvarez, Cristina	School Counselor	Our Guidance Counselor, Cristina Alvarez, provides guidance services and character education to our students. Ms. Alvarez also oversees the implementation of the Social Emotional Learning program.

Name	Title	Job Duties and Responsibilities
Charney-Perez, Jaci	Instructional Coach	Jaci Charney-Perez/Science and Math Chair for 3rd-5th grade meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assists teachers in locating and using instructional materials that support best practices.
Gonzalez, Natalie	Instructional Coach	Natalie Gonzalez Science Coach for K-2nd grade meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assist teachers in locating and using instructional materials that support best practices.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	119	111	81	57	62	62	0	0	0	0	0	0	0	492
Attendance below 90 percent	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	
Course failure in ELA or Math	3	6	8	1	0	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	5	1	1	0	3	3	0	0	0	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	10	6	0	2	5	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	4	7	14	0	0	0	0	0	0	0	0	0	0	25
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)
30

Date this data was collected or last updated
Thursday 8/29/2019

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
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	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	
Course failure in ELA or Math	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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	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	81%	62%	57%	80%	57%	55%
ELA Learning Gains	61%	62%	58%	62%	61%	57%
ELA Lowest 25th Percentile	53%	58%	53%	59%	58%	52%
Math Achievement	89%	69%	63%	90%	66%	61%
Math Learning Gains	80%	66%	62%	76%	65%	61%
Math Lowest 25th Percentile	74%	55%	51%	73%	57%	51%
Science Achievement	67%	55%	53%	82%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	111 (0)	81 (0)	57 (0)	62 (0)	62 (0)	492 (0)
Attendance below 90 percent	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)
Course failure in ELA or Math	3 ()	6 (0)	8 (0)	1 (0)	0 (0)	2 (0)	20 (0)
Level 1 on statewide assessment	5 ()	1 (0)	1 (0)	0 (0)	3 (0)	3 (0)	13 (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
03	2019	85%	60%	25%	58%	27%
	2018	83%	61%	22%	57%	26%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	79%	64%	15%	58%	21%
	2018	82%	60%	22%	56%	26%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
05	2019	77%	60%	17%	56%	21%
	2018	87%	59%	28%	55%	32%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	92%	67%	25%	62%	30%
	2018	85%	67%	18%	62%	23%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	86%	69%	17%	64%	22%
	2018	85%	68%	17%	62%	23%
Same Grade Comparison		1%				
Cohort Comparison		1%				
05	2019	87%	65%	22%	60%	27%
	2018	94%	66%	28%	61%	33%
Same Grade Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	53%	12%	53%	12%
	2018	86%	56%	30%	55%	31%
Same Grade Comparison		-21%				
Cohort Comparison						

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
SWD	79	45		86	91						
ELL	80	60	57	91	83	82	70				
HSP	81	61	53	89	79	73	67				
FRL	80	59	53	89	79	72	67				
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	80			87							
ELL	77	76	85	84	75	59	60				
HSP	84	74	75	88	76	68	85				
FRL	84	77	74	88	75	70	86				
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	85			77							
ELL	78	56	60	86	75	71	55				
HSP	80	61	59	89	76	71	82				
FRL	81	63	61	90	76	71	80				

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	73

ESSA Federal Index	
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	76
Total Points Earned for the Federal Index	581
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75
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	75
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	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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 data component that showed the lowest performance was ELA lowest 25th percentile. A contributing factor could be the decline in the key ideas and details content area as observed on the 2018-2019 Reading FSA.

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

The data component that showed the greatest decline was ELA lowest 25th percentile. A contributing factor could be the decline in the key ideas and details content area as observed on the 2018-2019 Reading FSA.

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.

We outperformed and or performed the same as state in all school grade components.

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 Math lowest 25th percentile. During the 2018-2019 school year, we implemented pull out programs, interventions, and academic enrichment program.

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

One potential area of concern is course failure in ELA and Math in the primary grades.

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

1. ELA lowest 25th percentile
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Performance of ELA lowest 25th percentile
Rationale	This area of focus was identified as a critical need from the data reviewed and it impacts student learning and success.

State the measurable outcome the school plans to achieve	Increase proficiency by 7 percentage points in ELA for the lowest 25th percentile.
Person responsible for monitoring outcome	Michelle Rivas (934755@dadeschools.net)
Evidence-based Strategy	Teachers will provide differentiated instruction for students to maintain and/ or challenge literacy instruction specifically in the areas of key ideas and details by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. The Studies Weekly, and i-Ready Program will enhance reading comprehension, in addition to, vocabulary development.
Rationale for Evidence-based Strategy	Students will enhance their comprehension of key ideas and details and increase student achievement.

Action Step	
Description	Teachers will attain knowledgeable strategies in which they will be to provide differentiated instruction for students to maintain and/ or challenge literacy instruction specifically in the areas of key ideas and details by implementing the Florida State Standards to develop focused lessons during instruction. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. Studies and Science Weekly and iReady Program will enhance reading comprehension in addition to, vocabulary development. Students will also receive enrichment intervention through out the school year.
Person Responsible	Michelle Rivas (934755@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).

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 completes a Parent and Family Engagement Plan (PFEP) which is available at the school site

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.

A full time guidance counselor is available to all students if counseling is needed/requested. The guidance counselor has created a protocol whereby teachers, parents and the administration request services in order to meet the needs of our students. Guidance counselor provides ongoing monthly character education classes to all students, as well as monthly character "Student of the Month" nominations for students demonstrating exemplar qualities. Our school counselor is also responsible for the implementation of the Social Emotional Program at our school.

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

At Mater Academy East Charter School, all incoming kindergarten students take an entrance exam upon entering kindergarten to aid in placement . In addition, all incoming kindergarten student from a local VPK/Head Start program take several field trips throughout the year exposing them to daily elementary routines. Students spend a day at our school and are partnered with one of our students thereby allowing them to receive the maximum kindergarten experience. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be readministered mid-year and at the end of the year. Additionally, parents and students attend a preorientation meeting that is held before the school year to familiarize them with the school's procedures.

Furthermore, those students entering the middle school will attend an orientation at various neighboring middle schools including Mater Academy East Middle School. Parents are encouraged to attend the informational "transition to middle school" meeting during the school year to become familiarized with the middle school experience.

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 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:
Tier 1

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. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure 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

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

Mater Academy East has several partnerships with the local community. Through these partnerships, Mater Academy East is able to secure and utilize resources to support the school and student achievement. Our school administrators establish new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Publix, City of Miami Parks and Recreation, Common Threads, City of Miami, and Amigos for Kids.

Part V: Budget

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

1	III.A.	Areas of Focus: Performance of ELA lowest 25th percentile				$57,576.53
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3100 - Mater Academy East Charter School	General Fund		$4,591.14
			Notes: Reading Wonders			
			3100 - Mater Academy East Charter School	General Fund		$4,102.50
			Notes: Reading Wonderworks			
			3100 - Mater Academy East Charter School	Title, I Part A		$17,170.00
			Notes: i-Ready Reading/Math			
			3100 - Mater Academy East Charter School	Ttitle III		$7,500.00
			Notes: Teachers providing the tutoring			
			3100 - Mater Academy East Charter School	General Fund		$6,497.64
			Notes: Florida Performance Coach- Reading/Math			

			3100 - Mater Academy East Charter School	General Fund		$9,502.45
			Notes: Go Math Series			
			3100 - Mater Academy East Charter School	General Fund		$8,212.80
			Notes: Science/Studies Weekly			
					Total:	**$57,576.53**