

Miami-Dade County Public Schools

# Mater Academy East Preparatory



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Mater Academy East Preparatory

998 SW 1ST ST, Miami, FL 33130

www.materbeach.com

## Demographics

Principal: Jenny Agu IR Re

Start Date for this Principal: 8/8/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<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)	71%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: B (59%) 2016-17: B (56%) 2015-16: B (59%) 2014-15: A (63%)
<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, <a href="#">click here</a> .	

## 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	19

## Mater Academy East Preparatory

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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)
High School 6-12	Yes	94%
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	B	B	B

### School Board Approval

N/A

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### Purpose and Outline of the SIP

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## 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 Academy East Charter High School is to provide an innovative, challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all students, parents, faculty and staff. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student in their future educational endeavors.

#### 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 Academy East Charter High School is to deliver a first-class academic program with a seamless curriculum that enables students to become productive citizens who are prepared to address the challenges of the twenty-first century.

### 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
Aguirre, Jenny	Principal	Instructional leader who sustains a shared vision for the students' academic achievement. She ensure rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Ms. Aguirre oversees the mentor and mentee program. Additionally, she analyzes data and connects it to the instructional needs of the students at the school.
Gonzalez, Juan		Assists in progress monitoring of at risk students. He will analyze the data collected and ensure proper interventions are taking place. Additionally, Mr. Gonzalez oversees the after school tutoring program. Mr. Gonzalez meets with ELA and Math teachers during common planning to support the design of rigorous unit plans. He provides resources and assists teachers in locating and using instructional materials that support best practices.
Puente, Lourdes	Teacher, K-12	Ms. Puente meets with the science 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, Maggie	Administrative Support	Ms. 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.
Diaz, Eduardo	Administrative Support	Mr. Diaz, CAP Counselor, assists students with the preparation of necessary college entrance documentation and ensure that these students are meeting all requirements to enter a college upon graduating from high school.
Alvarez, Cristina	School Counselor	Our Guidance Counselor, Isabel Cabrera, provides guidance services and character education to our students.

## 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	0	0	0	23	39	41	44	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	4	3	5	14
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	4	2	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	5	0	0	6



**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	

**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)**

8

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

Friday 9/6/2019

**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	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	
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	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	58%	59%	56%	55%	56%	53%
ELA Learning Gains	58%	54%	51%	40%	51%	49%
ELA Lowest 25th Percentile	62%	48%	42%	32%	45%	41%
Math Achievement	57%	54%	51%	42%	47%	49%
Math Learning Gains	58%	52%	48%	47%	47%	44%
Math Lowest 25th Percentile	50%	51%	45%	44%	45%	39%
Science Achievement	63%	68%	68%	70%	63%	65%
Social Studies Achievement	56%	76%	73%	60%	71%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	23 (0)	39 (0)	41 (0)	44 (0)	147 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	2 ( )	4 ( )	3 ( )	5 ( )	14 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	3 (0)	4 (0)	2 (0)	0 (0)	9 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	5 (0)	0 (0)	0 (0)	6 (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					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	68%	55%	13%	55%	13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	54%	-5%	53%	-4%
Same Grade Comparison		19%				
Cohort Comparison		68%				
10	2019	48%	53%	-5%	53%	-5%
	2018	58%	54%	4%	53%	5%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	68%	-4%	67%	-3%
2018	73%	65%	8%	65%	8%
Compare		-9%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	71%	-15%	70%	-14%
2018	77%	67%	10%	68%	9%
Compare		-21%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	63%	-3%	61%	-1%
2018	30%	59%	-29%	62%	-32%
Compare		30%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	54%	-3%	57%	-6%
2018	44%	54%	-10%	56%	-12%
Compare		7%			

### 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	25	44	59	45	45	40	28	38		100	100
HSP	59	59	62	58	57	48	63	58		97	97
FRL	58	59	60	58	58	50	63	53		97	97
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	32	53	50	19	25	27				75	
HSP	54	57	41	40	36	35	72	77		92	90
FRL	50	53	40	36	34	35	69	79		92	88
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	18	26	26	30	34	37	29				
HSP	55	41	32	43	48	44	70	61		83	91
FRL	54	39	28	40	46	45	69	59		79	94

### 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	76
Total Points Earned for the Federal Index	732
Total Components for the Federal Index	11
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	55
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	67

Hispanic Students	
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	66
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 received the lowest performance was social studies. The school earned a 56% achievement rate in the U.S. History End of Course exam (EOC). This 21 percentage point decrease could be due to lack of alignment in instruction to state standards.

**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 biggest decline from the prior year was social studies. The school earned a 56% achievement rate in the U.S. History End of Course exam (EOC). This 21 percentage point decrease could be due to lack of alignment in instruction to state standards.

**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.**

The data component with the greatest gap was social studies with a 56.1% achievement rate compared to 72.2% achievement level statewide. This 16.1% percentage gap could be due to lack of alignment in instruction to state standards.

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

There was an 18% increase in math. There was an increased focus on data and continued implementation of after school tutoring for an hour and half a day / two to three times a week with state standards based resources.

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

We will continue track attendance and implement strategies to improve attendance rates at our school.

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

1. Improve achievement rates in social studies.
2. Improve achievement rates in science.
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	To Improve student achievement by improving instruction in social studies.
<b>Rationale</b>	Students need to improve their ability to comprehend grade level text as evidenced by overall low proficiency scores on the 2019 social studies EOC (56%) achievement.
<b>State the measurable outcome the school plans to achieve</b>	Students will achieve 66% in the social studies EOC.
<b>Person responsible for monitoring outcome</b>	Juan Gonzalez (jgonzalez@matereast.com)
<b>Evidence-based Strategy</b>	Review of strategy instruction; lesson plans; classroom walk-throughs; gradebook reviews; and assessment data
<b>Rationale for Evidence-based Strategy</b>	Data has shown that quality planning and instruction leads to higher student achievement. Therefore, we will focus on the areas of instruction; lesson plans, classroom walk-throughs, gradebook reviews, and assessment data to increase student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify text structure when reading grade-level text; understand author's purpose for writing text; and identify if text is primary or secondary source.</li> <li>2. Identify author's purpose in historical documents and political cartoons.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Jenny Aguirre (jaguirre@dadeschools.net)



#2	
<b>Title</b>	To Improve student achievement by improving instruction in science.
<b>Rationale</b>	Students need to improve their ability to comprehend grade level text as evidenced by overall low proficiency scores on the 2019 science EOC (63%) achievement.
<b>State the measurable outcome the school plans to achieve</b>	Students will achieve a 73% in the science EOC.
<b>Person responsible for monitoring outcome</b>	Jenny Aguirre (jaguirre@dadeschools.net)
<b>Evidence-based Strategy</b>	Foster creativity and critical thinking in students through cross curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences and to explain and write about their results and experiences.
<b>Rationale for Evidence-based Strategy</b>	Utilize critical thinking skills to gain meaning of abstract concepts presented in text.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide inquiry-based, hands-on laboratory activities incorporating the nature of science.</li> <li>2. Review of interim data and unit assessments.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Lourdes Puente (puentel@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).**

The school will provide teachers with meaningful professional development opportunities in the areas of social studies and science.

## 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.**

We implement a number of different strategies that help with parental and community engagement. We schedule a number of parent events and meetings throughout the year intended to keep families informed with the most up-to-date information pertaining to their child's education. During these events, the school administration and staff are able to communicate important dates, overall student progress, and school-wide activities. Parents are encouraged to volunteer at the school through our Parental Volunteer Program. Parents volunteer their time in the classroom, school activities, field trips, and school fundraisers. Our Community Involvement Specialist (CIS) assists with maintaining an open line of communication between the families, school, and community. Our CIS conducts informational meetings and training for parents, surveys the community to identify and assist in areas of critical need, and performs home visits together with the Principal to conduct wellness visits for children and families in need. Additionally, Parent Orientations are held prior to the start of the school year, thereby allowing for teachers and parents to meet and communicate important information regarding expectations, requirements, and coursework. Once the school year has commenced, the school hosts quarterly Parent Nights that have proven successful in establishing a line of communication which develops throughout the duration of the school year. Our school also includes parents in the decision-making process at the school. The Educational Excellence School Advisory Council meetings serve as an excellent opportunity for parents to communicate their voices and perspectives in regard to implementing school-wide decisions. This allows parents to be involved with the success of the school and offers transparency to decisions made throughout the school year. In addition, the school holds partnerships with community organizations such as the City of Miami Parks and Recreation, Publix Supermarkets, McDonald's, Verizon Innovative Learning, and Digital Promise.

**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.**

We strive to provide opportunities to better motivate and engage the overall student body. One of the strategies that we find effective in engaging and motivating students is to hold events and field trips that reward student success and positive behavior. Our school's Activities Director plans activities throughout the school year such as school-wide pep rallies and assemblies that motivate and celebrate the hard work students put forth throughout the school year. The school has also implemented Facing History and Ourselves, a part of the Collaborative for Academic, Social, and Emotional Learning. This program allows for students to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. In addition to that, our school counselor is and dean of Students provide behavioral support and character education to our students.

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

Grade/ subject level meetings are held at the beginning of each school year to discuss previous year's data with students. There is a presentation which discusses the graduation requirements for the varying cohorts that students are placed into. This assists students and parents with decisions on what type of program (Finance, Dual Enrollment) they wish to participate in after 8th grade as they matriculate from Mater East Middle into Mater East High. In addition, as students are ready to move from 8th grade into 9th, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students. During this meeting, the counselor will review graduation requirements and advanced placement opportunities and discusses what

they should be focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan.

**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 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. 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. 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). 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.

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

All of the students at Mater Academy East are addressed at a general assembly with regards to the curriculum bulletin and course selection. The students then meet individually with the Counselor to discuss career goals and expectations. Students at the middle school level have the opportunity to take courses that account for high school credit in the areas of Science, Math, and Foreign Language.

## Part V: Budget

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

1	III.A.	Areas of Focus: To Improve student achievement by improving instruction in social studies.				\$0.00
2	III.A.	Areas of Focus: To Improve student achievement by improving instruction in science.				\$599.40
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7037 - Mater Academy East Preparatory			\$599.40

	<i>Notes: Florida EOC Biology books</i>		
Total:			\$599.40