Mater Academy

2019-20 Schoolwide Improvement Plan

Table of Contents

Mater Academy

7700 NW 98TH ST, Hialeah Gardens, FL 33016

www.materelementary.com

Demographics

Principal: Chantel Morales V

Start Date for this Principal: 9/18/2019

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)	92%
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 (66%) 2017-18: A (69%) 2016-17: B (54%) 2015-16: A (68%) 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.](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

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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	89%

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

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Our mission is to provide a loving, caring, and supportive educational environment that furthers a philosophy of respect and high expect for all students, parents, faculty, and staff.

Provide the school's vision statement.

The vision of Mater Academy is to create a safe, nurturing and stimulating environment.

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
Guilarte, Cecilia	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of schools staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Morales, Chantel	Assistant Principal	Provides guidance on K - 2nd grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.
Morales, Susanne	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.
Vega, Christina	School Counselor	Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success. Counselors are responsible to comply and implement the School's Mental Health Plan.
Miranda, Maite	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Rafael, Christina	Instructional Coach	Develop, lead, and evaluate school core content standards/programs; identify and analyze existing curriculum on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidenced- based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Name	Title	Job Duties and Responsibilities
Martinez, Janette	Other	Coordinates the school's program for ESL students; Collaborates with district staff and outside personnel to provide educational opportunities for ESL and Migrant student; Implements procedures and coordinates the process to identify ELL students at all grade levels school-wide, including review of student data and testing of students. Consults with parents, administrators, counselors, teachers, and other relevant individuals regarding ESL students; In addition, the ESL Program Coordinator plans and conducts parent meetings, including parent advisory committee meetings.
Prado, Jeanette	Assistant Principal	Provides guidance on 3rd - 5th grade reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

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	192	203	213	197	194	191	0	0	0	0	0	0	0	1190
Attendance below 90 percent	3	4	0	1	4	5	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	12	20	5	12	11	11	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	23	15	23	0	0	0	0	0	0	0	61

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	6	11	2	6	24	21	0	0	0	0	0	0	0	70

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	7	9	1	0	0	0	0	0	0	0	0	0	0	17
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

Monday 9/9/2019

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	19	24	18	0	0	0	0	0	0	0	61

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	75%	62%	57%	70%	57%	55%
ELA Learning Gains	70%	62%	58%	61%	61%	57%
ELA Lowest 25th Percentile	60%	58%	53%	52%	58%	52%
Math Achievement	76%	69%	63%	66%	66%	61%
Math Learning Gains	67%	66%	62%	40%	65%	61%
Math Lowest 25th Percentile	48%	55%	51%	25%	57%	51%
Science Achievement	68%	55%	53%	62%	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	192 (0)	203 (0)	213 (0)	197 (0)	194 (0)	191 (0)	1190 (0)
Attendance below 90 percent	3 ()	4 ()	0 ()	1 ()	4 ()	5 ()	17 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	12 ()	20 (0)	5 (0)	12 (0)	11 (0)	11 (0)	71 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	23 (0)	15 (0)	23 (0)	61 (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	73%	60%	13%	58%	15%
	2018	74%	61%	13%	57%	17%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	78%	64%	14%	58%	20%
	2018	70%	60%	10%	56%	14%
Same Grade Comparison	8%					
Cohort Comparison	4%					
05	2019	73%	60%	13%	56%	17%
	2018	75%	59%	16%	55%	20%
Same Grade Comparison	-2%					
Cohort Comparison	3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	67%	9%	62%	14%
	2018	76%	67%	9%	62%	14%
Same Grade Comparison	0%					
Cohort Comparison						
04	2019	79%	69%	10%	64%	15%
	2018	82%	68%	14%	62%	20%
Same Grade Comparison	-3%					
Cohort Comparison	3%					
05	2019	74%	65%	9%	60%	14%
	2018	67%	66%	1%	61%	6%
Same Grade Comparison	7%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	68%	53%	15%	53%	15%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		-3%				
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	43	65	70	60	55	40	27				
ELL	73	69	62	75	67	55	68				
HSP	74	69	60	77	67	48	68				
FRL	75	69	61	76	67	49	66				

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	48	59	50	35	59	45					
ELL	67	67	58	72	76	62	46				
HSP	74	71	63	75	70	60	70				
FRL	73	72	63	75	70	59	71				

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	42			42							
ELL	63	52	49	66	30	16	47				
HSP	70	61	51	66	40	24	63				
FRL	69	60	52	65	39	26	61				

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	66

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	62
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	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	66
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 learning gains of the lowest 25th percentile of students on the Spring 2019 FSA Math Assessment showed the lowest performance. The fidelity of the intervention program was compromised by several factors, including, lack of instructional space to deliver interventions, strength of intervention curriculum and poor training on the use of the provided curriculum.

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

The learning gains of the lowest 25th percentile of students on the Spring 2019 FSA Math Assessment showed the greatest decline in performance.The fidelity of the intervention program was compromised by several factors, including, lack of instructional space to deliver interventions, strength of intervention curriculum and poor training on the use of the provided curriculum.

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 ELA Achievement on the Spring 2019 FSA ELA showed the greatest gap in comparison to the State. The School increased Reading/Writing Response Journals throughout all subject areas, increased professional development on how to implement critical thinking strategies within all subject areas, supplemental resources
such as Coach Digital; Instructional technology programs such as iReady Reading and Reading Plus.

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

The ELA Achievement on the Spring 2019 FSA ELA showed the most improvement from the prior year. The School increased Reading/Writing Response Journals throughout all subject areas, increased professional development on how to implement critical thinking strategies within all subject area, supplemental resources
such as Coach Digital; Instructional technology programs such as iReady Reading and Reading Plus.

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

After reflecting on the EWS data a potential area of concern is in the number of students receiving a level 1 on the Spring 2018 FSA Math Assessment.

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

1. Learning gains of the lowest 25th percentile in Math.
2. Learning gains of the lowest 25th percentile in English Language Arts.
3. Decreasing the number of students who are chronically absent.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase learning gains of the lowest 25th percentile in Math.
Rationale	After analyzing our 2019 school wide data, we noted a decrease of 11 points in the learning gains of our lowest 25th percentile on the FSA Math Assessment.

State the measurable outcome the school plans to achieve	The measurable outcome the school plans to achieve is to increase our learning gains in Math from 48% to 59%.
Person responsible for monitoring outcome	Chantel Morales (cmorales@materelementary.com)
Evidence-based Strategy	The evidence-based strategy that will be implemented will be Math interventions. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA Math will be participating in weekly Math interventions.
Rationale for Evidence-based Strategy	Research indicates that students struggling with Mathematics may benefit from early interventions aimed at improving their Mathematics ability and ultimately preventing subsequent failure.
Action Step	
Description	1. School leadership team will identify students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA Math. 2. Leadership team will assign Interventionists to work with those students 30 minutes twice a week. 3. Leadership team will monitor fidelity of interventions by conducting regular walkthroughs. 4. Leadership team will analyze Growth Monitoring Assessments every 21 days on iReady to determine if progress has been made. 5.
Person Responsible	Susanne Morales (smorales@materelementary.com)

#2	
Title	Increase learning gains of the lowest 25th percentile in ELA.
Rationale	After analyzing our 2019 school wide data, we noted a decrease of 2 points in the learning gains of our lowest 25th percentile on the FSA ELA Assessment.

State the measurable outcome the school plans to achieve	The measurable outcome the school plans to achieve is to increase our learning gains in ELA from 60% to 65%.
Person responsible for monitoring outcome	Jeanette Prado (jprado@materelementary.com)
Evidence-based Strategy	The evidence-based strategy that will be implemented will be ELA interventions. Students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA ELA will be participating in daily ELA interventions.
Rationale for Evidence-based Strategy	Research indicates that students struggling in ELA may benefit from early interventions aimed at improving their ELA ability and ultimately preventing subsequent failure.
Action Step	
Description	1. School leadership team will identify students in grades 3-5 who scored a level 1 or level 2 on the 2019 FSA ELA. 2. Leadership team will assign Interventionists to work with those students 30 minutes daily. 3. Leadership team will monitor fidelity of interventions by conducting regular walkthroughs. 4. Leadership team will analyze Growth Monitoring Assessments every 21 days on iReady to determine if progress has been made.
Person Responsible	Jeanette Prado (jprado@materelementary.com)

#3	
Title	Decreasing the number of students who are chronically absent.
Rationale	After analyzing our 2019 school wide data, we noticed a high percentage of students who were chronically absent.
State the measurable outcome the school plans to achieve	Decrease the percentage of chronically absent students by at least 3 percentage points.
Person responsible for monitoring outcome	Susanne Morales (smorales@materelementary.com)
Evidence-based Strategy	Communicate attendance expectations to parents, create Attendance/ Truancy team, and create and Early Intervention Program.
Rationale for Evidence-based Strategy	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.
Action Step	
Description	1. Provide Parent/Student Handbook to parents which explains the attendance expectations. 2. Discuss attendance expectations at Open House events. 3. Leadership team will identify students who are chronically absent. 4. Guidance Counselors will monitor attendance daily. 5. Guidance Counselors will maintain communication with parents or guardians of chronically absent students.
Person Responsible	Susanne Morales (smorales@materelementary.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, § 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 utilizes a variety of partnerships with local and community programs, such as MDCPS Parent Academy to support the school and student achievement. The Parent Academy provides many professional developments for parents to support student achievement. Professional developments such as "Less Stress About the Test" and "Family Building Better Readers" are provided in order for parents to become aware of the resources that are available. In addition, parents are welcome to participate in the Mater Academy Parent Association (MAPA). MAPA allows parents and community to volunteer in school events and encourage parental support and involvement.

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.

At Mater Academy our school counselor is responsible for:
• Providing activities that support a comprehensive program based on standards and benchmarks for student
skill development in the areas of academic achievement, personal/social growth, career/community awareness, and health and wellness.
• Providing individual and small group counseling for students with special needs. Special needs include, but
are not limited to: students with counseling on their Individual Educational Plans (IEP), students who have
been retained, students with poor attendance, students dealing with a crisis, students with discipline referrals
or difficulty with peer relationships.
• Conducting guidance sessions in the classroom to assist students at various developmental stages in developing life long skills, e.g., problem solving, decision making, goal setting, etc.
• Providing individual counseling sessions to help students deal with crisis intervention, transitional issues,
and personal and/or family concerns.
• Supporting and implementing required retention procedures stipulated in the Student Progression Plan. The counselor provides individual and small group counseling activities designed to address the needs of
students who have been retained or are in danger of being retained (e.g. study skills, decision-making skills,
and/or self-concept).
• Consulting with parents/guardians and teachers, to assist in developing appropriate strategies for improved
student behavior and to promote academic achievement.
• Consulting with students and parents/guardians to help them understand test information and options. Parent conferences are held to provide test interpretation.
• Providing students with career awareness information as it relates to decisions in preparing for middle school.
• Planning, coordinating and/or conducting school-wide student services activities, e.g. parent education groups, career awareness, and orientation and articulation activities.
• Providing academic support to classroom teachers by being available to address student's skills at various
developmental stage

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

Incoming kindergarten students are tested using the Mater Inc. Kindergarten Screening Test in order to see their strengths and areas of growth, including kindergarten readiness. As a result, this data is released to their kindergarten teacher who will use this information to plan his/her.instruction. Furthermore, depending on the information completed by parents on the student's Home Language Survey, incoming kindergarten student's English language proficiency is tested using the OLPS-R. As a result, this data is utilized to place the student in the ESOL program. Once the child enters kindergarten, his/her print and letter knowledge and level of phonological awareness/processing is determined using the STAR Early Literacy Assessment. The STAR assessments is used to screen students for their reading levels. STAR reading assessments help determine reading achievement levels in order to place students. STAR Early Literacy assessments help educators monitor students' growing literacy skills and students' progress toward becoming independent readers. This data is used to plan instruction for primary students and for students who may need intervention beyond the core instruction.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social and emotional skills identified by screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains.

Parents of all in-coming kindergartners are invited to attend an orientation prior to the first day of school in which school and classroom procedures are addressed. Furthermore, this orientation helps ease the transition into school and calm first day anxieties as any questions and concerns are addressed.

Mater Academy Elementary holds a partnership with Mater Middle High in order to provide a smooth transition for the fifth graders moving on to Middle School.

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.

Leadership Team disseminates state and district assessment data in order to make decisions on curriculum resources based on student needs in order to maximize student achievement. The school's areas of needs are identified and targeted by subject area and grade level. District provided resources and programs are researched and reviewed. Program and product representatives are contacted to present and provide information on how the selected resource(s) will make an impact for our targeted population. Once a resource has been selected, a budget is determined based on federal, state, and local funds available. Resources are purchased and inventoried by the assistant principal, who is responsible for ensuring resources are delivered to the correct personnel and maintained in good condition throughout the school year. The effectiveness of resources purchased is evaluated mid-year and at the end of the year to ensure student academic performance is satisfactory.

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Increase learning gains of the lowest 25th percentile in Math.				$20,087.58
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$11,003.25
			Notes: iReady Diagnostic and Instruction- $11,003.25			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$4,704.75
			Notes: iReady Toolbox- $4,704.75			
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$3,249.50
			Notes: Coach Digital- $3,249.50			
	3376	120-Classroom Teachers	0100 - Mater Academy	General Fund		$1,130.08
			Notes: Professional Development			

2	III.A.	Areas of Focus: Increase learning gains of the lowest 25th percentile in ELA.				$18,957.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$11,003.25
		Notes: iReady Diagnostic and Instruction- $11,003.25				
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$4,704.75
		Notes: iReady Toolbox- $4,704.75				
	1382	690-Computer Software	0100 - Mater Academy	General Fund		$3,249.50
		Notes: Coach Digital- $3,249.50				
3	III.A.	Areas of Focus: Decreasing the number of students who are chronically absent.				$0.00
					Total:	$39,045.08