

Miami-Dade County Public Schools

Mater Grove Academy



2019-20 Schoolwide Improvement Plan

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Mater Grove Academy

2805 SW 32ND AVE, Miami, FL 33133

[no web address on file]

Demographics

Principal: Sheila Gonzalez

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (66%) 2016-17: A (62%) 2015-16: A (63%) 2014-15: A (67%)
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	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	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, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parents, teachers, and staff.

Provide the school's vision statement.

At Mater we will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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
Caleo, Sheila	Principal	<p>Sheila Caleo’s role as principal is to provide the school with a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing a multi-tiered system of support, and conducting assessments on the effectiveness of the implementation through observation, documentation, and analysis of data. Additionally, she provides the staff with opportunities for professional development and communicates with all stakeholders regarding the school’s goals and objectives, and the plans put in place to achieve those desirable outcomes.</p>
Toledo, Elizabeth	Assistant Principal	<p>Elizabeth Toledo provides the data for the principal and instructional coaches in order to facilitate data chats with the teachers. The assistant principal also seeks to find the instructional programs and classroom materials that will best address the needs of learners in an effort to help close learning gaps.</p>
Paz, Raquel	Instructional Coach	<p>The instructional coaches support the school goals by meeting with teachers to discuss their student data and identify trends that should be addressed. They provide instructional support to the teachers through collaborative lesson planning, modeling, and guiding the selection process for small group instruction. Instructional coaches meet often with teachers to provide feedback on the progress being made by their respective students.</p>
Andreu, Niurka	Instructional Coach	<p>The instructional coaches support the school goals by meeting with teachers to discuss their student data and identify trends that should be addressed. They provide instructional support to the teachers through collaborative lesson planning, modeling, and guiding the selection process for small group instruction. Instructional coaches meet often with teachers to provide feedback on the progress being made by their respective students.</p>
Caridad, Maria Alexandra	Dean	<p>Assist the Principal and Assistant Principal shape and sustain the school's culture and promote a positive environment to ensure that the students internalize the school's mission and the values for academic excellence and achievement, and personal and social development and growth.</p>

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	127	126	144	138	126	129	114	134	80	0	0	0	0	1118
Attendance below 90 percent	0	3	5	3	1	8	7	4	5	0	0	0	0	36
One or more suspensions	0	0	2	0	1	0	4	4	2	0	0	0	0	13
Course failure in ELA or Math	2	0	10	10	19	13	21	3	0	0	0	0	0	78
Level 1 on statewide assessment	1	6	22	2	23	39	45	33	19	0	0	0	0	190

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	1	0	16	20	18	33	31	12	11	0	0	0	0	142

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		2	0	5	3	3	1	3	3	0	0	0	0	20
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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

66

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	1	1	0	1	1	0	0	0	0	0	4
Course failure in ELA or Math	2	4	9	13	4	10	7	4	4	0	0	0	0	57
Level 1 on statewide assessment	2	0	5	8	9	13	19	11	5	0	0	0	0	72

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	1	7	3	10	13	22	18	8	0	0	0	0	82

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	1	0	0	1	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	1	1	0	1	1	0	0	0	0	0	4
Course failure in ELA or Math	2	4	9	13	4	10	7	4	4	0	0	0	0	57
Level 1 on statewide assessment	2	0	5	8	9	13	19	11	5	0	0	0	0	72

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	1	7	3	10	13	22	18	8	0	0	0	0	82

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	71%	63%	61%	68%	59%	57%
ELA Learning Gains	64%	61%	59%	65%	59%	57%
ELA Lowest 25th Percentile	48%	57%	54%	45%	55%	51%
Math Achievement	70%	67%	62%	72%	62%	58%
Math Learning Gains	60%	63%	59%	60%	60%	56%
Math Lowest 25th Percentile	50%	56%	52%	48%	52%	50%
Science Achievement	55%	56%	56%	54%	53%	53%
Social Studies Achievement	81%	80%	78%	93%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	127 (0)	126 (0)	144 (0)	138 (0)	126 (0)	129 (0)	114 (0)	134 (0)	80 (0)	1118 (0)
Attendance below 90 percent	0 (1)	3 (0)	5 (0)	3 (1)	1 (0)	8 (1)	7 (0)	4 (0)	5 (0)	36 (3)
One or more suspensions	0 (0)	0 (0)	2 (0)	0 (1)	1 (1)	0 (0)	4 (1)	4 (1)	2 (0)	13 (4)
Course failure in ELA or Math	2 (2)	0 (4)	10 (9)	10 (13)	19 (4)	13 (10)	21 (7)	3 (4)	0 (4)	78 (57)
Level 1 on statewide assessment	1 (2)	6 (0)	22 (5)	2 (8)	23 (9)	39 (13)	45 (19)	33 (11)	19 (5)	190 (72)

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	69%	60%	9%	58%	11%
	2018	74%	61%	13%	57%	17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	70%	64%	6%	58%	12%
	2018	70%	60%	10%	56%	14%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	61%	60%	1%	56%	5%
	2018	68%	59%	9%	55%	13%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
06	2019	82%	58%	24%	54%	28%
	2018	49%	53%	-4%	52%	-3%
Same Grade Comparison		33%				
Cohort Comparison		14%				
07	2019	68%	56%	12%	52%	16%
	2018	70%	54%	16%	51%	19%
Same Grade Comparison		-2%				
Cohort Comparison		19%				
08	2019	66%	60%	6%	56%	10%
	2018	71%	59%	12%	58%	13%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	67%	13%	62%	18%
	2018	84%	67%	17%	62%	22%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	66%	69%	-3%	64%	2%
	2018	64%	68%	-4%	62%	2%
Same Grade Comparison		2%				
Cohort Comparison		-18%				
05	2019	53%	65%	-12%	60%	-7%
	2018	74%	66%	8%	61%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-21%				
Cohort Comparison		-11%				
06	2019	78%	58%	20%	55%	23%
	2018	67%	56%	11%	52%	15%
Same Grade Comparison		11%				
Cohort Comparison		4%				
07	2019	73%	53%	20%	54%	19%
	2018	70%	52%	18%	54%	16%
Same Grade Comparison		3%				
Cohort Comparison		6%				
08	2019	29%	40%	-11%	46%	-17%
	2018					
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	53%	-9%	53%	-9%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		-16%				
Cohort Comparison						
08	2019	71%	43%	28%	48%	23%
	2018	49%	44%	5%	50%	-1%
Same Grade Comparison		22%				
Cohort Comparison		11%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	73%	6%	71%	8%
2018	87%	72%	15%	71%	16%
Compare		-8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	63%	20%	61%	22%
2018	60%	59%	1%	62%	-2%
Compare		23%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	57	45	45	61	42					
ELL	61	64	54	66	57	42	41	77	50		
BLK	39	33		28	33						
HSP	72	65	49	72	61	49	54	81	74		
WHT	83	59		75	65						
FRL	66	61	50	62	49	39	44	65	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	33	69	80	48	63	40					
ELL	52	65	74	62	52	45	47				
BLK	36	69		36	56						
HSP	69	66	69	74	63	45	58	87	59		
WHT	69			75							
FRL	60	69	73	64	58	46	45	81	65		

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	45			45							
ELL	54	58	52	57	67	53	23				
HSP	69	67	46	73	63	50	53	93			
WHT	75			75							
FRL	54	64	44	57	55	43	30				

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)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	57
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64

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	71
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	56
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. Standard specific remediation to students in ELA presented a difficulty due to inconsistent attendance in after school and Saturday tutoring due to parental obligation and ability to provide transportation. The limited access for home use of supplemental instructional programs with fidelity caused a lapse in differentiated instruction on a regular basis in the classroom.

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 from the prior year was ELA Lowest 25th percentile.

Additional targeted interventions must be provided in order to ensure the closure of learning gaps.

Standard specific remediation to students in ELA presented a difficulty due to inconsistent attendance in after school and Saturday tutoring due to parental obligation and ability to provide transportation. The limited access for home use of supplemental instructional programs with fidelity caused a lapse in differentiated instruction on a regular basis in the classroom.

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 that had the greatest gap when compared to the state average was ELA Lowest 25th percentile by 6 percentage points. Standard specific remediation to students in ELA presented a difficulty due to inconsistent attendance in after school and Saturday tutoring due to parental obligation and ability to provide transportation. The limited access for home use of supplemental instructional programs with fidelity caused a lapse in differentiated instruction on a regular basis in the classroom.

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 ELA Achievement. The actions taken during the 2018-2019 school year were the intervention and teaching strategies implemented in the classroom to engage students in learning, mandatory afterschool and Saturday tutoring, and added support from the Lead teachers and curriculum specialist while planning lessons tailored to target this specific area.

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 from Part I (D), the following areas of concern will be addressed during the 2019-2020 school year:

- Attendance
- Course failure in ELA or Math.

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

1. ELA Lowest 25th percentile
2. Sub Group Black/African American Students
3. Math Gains
4. Science Achievement
5. Social Studies Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25th Percentile
Rationale	We have identified ELA Lowest 25th Percentile as the highest priority area of focus. This population of students showed the least amount of gains with 48% in 2019. We noticed a drop from the 2018 year which was 72%, showing a decline of 24 percentage points and we also noticed this was below the state average of 54%.
State the measurable outcome the school plans to achieve	Our goal of the 2019-2020 school year is to have the ELA Lowest 25 Percentile show an increase in learning gains from 48% to 51%, and increase of 3 percentage points.
Person responsible for monitoring outcome	Sheila Caleo (920148@dadeschools.net)
Evidence-based Strategy	<ul style="list-style-type: none"> - ELA teachers will be provided a shared planning time in order to discuss data, plan and share best practices on a regular basis. - Students will receive daily interventions through iReady. - After school and Saturday tutoring. - The Lead teachers will work closely with teachers to provide guidance, model lessons, lesson plan and discuss concerns regarding student progress.
Rationale for Evidence-based Strategy	By targeting the individual students and giving them additional instruction, skills can be specified for focus and allow students to master skills needed. Student data will be used to determine these specific skills for additional instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. After school and Saturday tutoring will be offered and made mandatory (with incentives offered to students and parents for satisfactory attendance; ex.: pizza parties and dances). 2. Small group and pull out groups for individualized and differentiation based on student data. 3. Collaborative planning with Lead teachers on a monthly basis.
Person Responsible	Elizabeth Toledo (toledo@dadeschools.net)

#2	
Title	Sub group Black/African American Students
Rationale	Based on the Federal Index of 40%, the school fell under that percentage at 33% in this subgroup.

State the measurable outcome the school plans to achieve
 The measurable outcome the school plans to achieve is to raise the percentage to 42%.

Person responsible for monitoring outcome
 Sheila Caleo (920148@dadeschools.net)

Evidence-based Strategy
 In order to offer targeted support for this subgroup, the school will implement intervention strategies for these students that will provide extra instructional support based on individualized student data. Differentiated instruction will be implemented in small groups within the class and pull out groups as well. Lead teachers will assist teachers in lesson planning and data disaggregation to determine specific skills to be targeted.

Rationale for Evidence-based Strategy
 Through the implementation of the intervention strategies, the targeted students will be given additional instruction based on their individualized data based on skill mastery and proficiency.

Action Step

Description
 1. Small group and pull out groups based on individualized data and specific skills to be mastered.
 2. After school and Saturday tutoring.
 3. Lead teacher planning with teachers, and model lessons to offer extra curricular support.

Person Responsible
 Elizabeth Toledo (toledo@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 remaining schoolwide improvement priorities will be addressed through afterschool and Saturday tutoring, ELA/Math/Science/Social Studies shared planning time to lesson plan and data disaggregation, and working with the Lead teachers to help with lesson planning, reading and using data, model lessons and offer curricular support to teachers for intervention.

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 implements a wide variety of communication methods in order to inform parents about upcoming events. Some of these methods include: monthly school calendar (posted on school website and emailed by homeroom teacher), PALS (Parents as Liaisons) newsletters, Constant Contact emails, Shutterfly class webpages, classroom websites, Parent Academy workshops and Remind 101. Principal and Assistant Principal will monitor implementation and review sign in sheets to determine the number of parents attending school or community events for effectiveness. Progress will be determined by analyzing sign in sheets for parent participation. Teachers also use Class DOJO as a means of communication on a daily basis to the parents in regards to academic and behavioral progress and/or concerns.

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.

Our school ensures the social-emotional needs of all students are being met by following each student's IEP. Our school counselor provides the services required as stipulated on each student's IEP. The counselor along with the teachers and SPED coordinator, collaborate to create a student's individual education plan by utilizing a student's anecdotal information and data. Teachers provide interventions and monitor student growth through the use of a progress monitoring plan to determine if the RTI process must be implemented.

Our school is also implementing the Leader in Me program beginning in August 2019 to proactively teach students the 7 Habits of Highly Effective People that will guide students to become well-rounded individuals. Students will develop leadership skills allowing them to analyze situations and determine the best possible outcome and how to behave accordingly. The self-discipline these leadership skills create in the student result in positive interactions with others and the ability to handle any situation that may arise. By establishing this proactive approach, students will learn coping skills for many social, emotional or behavioral problems, and will be able to self-reflect on tendencies and factors or triggers that may affect social, emotional and mental state.

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

The school hosts several school tours and information meetings to prospective parents who are interested in the school. Parents and students are provided with information regarding open houses offered by neighboring public and charter schools.

For graduating students we have a Parent Night where we share important deadlines and information about high school options which include: magnet school applications, neighborhood schools and charter articulation agreements.

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 leadership team uses data in order to analyze student achievement. Each school year instructional positions are evaluated in terms of student achievement. Teachers are provided with professional development opportunities that will enhance their instructional practices with the end goal of increasing student achievement. The use of federal, state, and local funds are used to purchase instructional programs such as I-Ready, Study Island, Istation, and other core curriculum materials. ESSAC funds will be used to cover the cost of FSA tutoring resources.

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

Through the Leader in Me program, students will use the 7 Habits to research careers and institutions of higher education that will lead to students reaching their career goals. Community relationships will be forged in order to offer students the opportunities to learn about different fields allowing them to understand different professions.

The school also holds an annual Career Day where various community members come to visit classrooms to speak to all students offering insight into various careers and professions.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Lowest 25th Percentile				\$3,590.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	120-Classroom Teachers	5045 - Mater Grove Academy	General Fund	1118.0	\$3,590.00
2	III.A.	Areas of Focus: Sub group Black/African American Students				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	120-Classroom Teachers	5045 - Mater Grove Academy	General Fund	1118.0	\$2,000.00
					Total:	\$29,962.32