

Miami-Dade County Public Schools

Mater International Academy



2019-20 Schoolwide Improvement Plan

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Mater International Academy

3405 NW 27TH AVE, Miami, FL 33142

www.materinternational.com

Demographics

Principal: Olga Camarena

Start Date for this Principal: 8/15/2016

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)	95%
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: B (54%) 2017-18: A (63%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	98%
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
Grade	B	A

School Board Approval

N/A

SIP Authority

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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.

The Mission of Mater International Academy is to develop the intellectual, social, and bilingual skills of its students in a nurturing and safe environment, through innovative and creative teaching methods, thus producing lifelong learners who respect diversity.

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Provide the school's vision statement.

The Vision of Mater International Academy 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 International Academy 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.

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
Camarena, Olga	Principal	Principal will meet with the school leadership team on a weekly basis in order to discuss any updates/changes to academic programs. Ms. Camarena will serve as an instructional leader by guiding her staff to become active members in the decision making regarding student achievement.
Gonzalez, Dulce	Teacher, K-12	Grade Level Chair will be attending the district meetings and professional developments. She will relay the information to teachers and administrators after the meetings.
Crossett, Patricia	Teacher, K-12	Grade Level Chair will be attending the district meetings and professional developments. She will relay the information to teachers and administrators after the meetings.
Torres, Jessica	Instructional Coach	Lead Teacher and Reading Coach will be attending the district meetings and professional developments. She will relay the information to teachers and administrators after the meetings.
Boyd, Donna	Teacher, K-12	Grade Level Chair will be attending the district meetings and professional developments. She will relay the information to teachers and administrators after the meetings.

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	10	24	4	13	15	9	0	0	0	0	0	0	75
Attendance below 90 percent	0	2	2	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	2	3	3	0	2	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	10	24	4	13	9	0	0	0	0	0	0	0	60

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	3	11	4	6	3	0	0	0	0	0	0	0	27

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	2	0	4	0	0	0	0	0	0	0	0	0	6
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)

0

Date this data was collected or last updated

Wednesday 9/4/2019

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	3	0	0	0	0	0	0	0	0	0	0	0	4
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	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	1	6	4	4	0	0	0	0	0	0	0	0	0	15

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	2	15	4	0	0	0	0	0	0	0	0	0	22

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	3	0	0	0	0	0	0	0	0	0	0	0	4
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	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	1	6	4	4	0	0	0	0	0	0	0	0	0	15

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	2	15	4	0	0	0	0	0	0	0	0	0	22

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	54%	62%	57%	0%	57%	55%
ELA Learning Gains	56%	62%	58%	0%	61%	57%
ELA Lowest 25th Percentile	0%	58%	53%	0%	58%	52%
Math Achievement	61%	69%	63%	0%	66%	61%
Math Learning Gains	44%	66%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	55%	51%	0%	57%	51%
Science Achievement	0%	55%	53%	0%	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	0 (0)	10 (0)	24 (0)	4 (0)	13 (0)	15 (0)	66 (0)
Attendance below 90 percent	0 (1)	2 (3)	2 (0)	0 (0)	0 (0)	0 (0)	4 (4)
One or more suspensions	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	2 (0)	3 (0)	3 (4)	0 (0)	2 (0)	10 (4)
Level 1 on statewide assessment	0 (1)	10 (6)	24 (4)	4 (4)	13 (0)	9 (0)	60 (15)

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	51%	60%	-9%	58%	-7%
	2018	50%	61%	-11%	57%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	58%	64%	-6%	58%	0%
	2018					
Cohort Comparison		8%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	67%	-5%	62%	0%
	2018	75%	67%	8%	62%	13%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	63%	69%	-6%	64%	-1%
	2018					
Cohort Comparison		-12%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
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
ELL	51			63							
HSP	57	59		65	47						
FRL	54	56		61	44						
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	35			71							
HSP	48			76							
FRL	50			75							
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

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

ESSA Federal Index	
OVERALL Federal Index – All Students	55
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	58
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	5
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	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	
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	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	55
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 which showed the lowest performance was Math Achievement. The contributing factors to last year's low performance came from many factors which attributed to the decline in Math Achievement. The primary reason which contributed to the decline in Math Achievement was based on student foundational deficiencies.

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

The data component which showed the greatest decline from the previous school year was Math achievement. Math achievement in 2018 was 75% and dropped to 61% in 2019. Factors which attributed to the decline include low foundational deficiencies, staff turnover, and a high level of English language learners.

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 which had the greatest gap when compared to the state average was Math Learning Gains. The state average for 2019 was 62% and the school average was 44%. The contributing factors include the decline in Math Achievement. With 61% of students achieving proficiency in Math learning gains from previous school year also declined. Differentiated instruction was provided however a more in depth analysis will be conducted to ensure the students are receiving differentiated instruction based on their actual foundational deficiencies.

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

The data component which showed the most improvement was ELA Achievement. In 2018 the ELA achievement was 50% and in 2019 went up to 54%. Factors which attributed to the increase was TIER II intervention and differentiated instruction by the teachers and the lead teacher providing pull out services.

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

The two potential areas of concern according to the EWS data are the number of Level 1 students on the statewide assessment and the number of retainees. The number of retained students for 2019 is 6 and the number of students that are presently level 1 is a total of 11. These indicators present a greater challenge not only for the classroom teacher to differentiate instruction but also to ensure all resources needed are provided to the students with fidelity.

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

1. Math Learning Gain
2. Math Proficiency
3. Retained Students making learning gains
4. Students with a Level 1 making adequate learning gains
5. Reading Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If core instruction is increased in all content areas, the student achievement will improve
Rationale	Core Instruction in all content areas need to interlink. Integration of ELA & Math within Science and Social Studies is of utmost importance to ensure that core instruction is successful. This year at Mater Academy of International Studies some teachers lack the sufficient experience in teaching core instruction in the content areas and would benefit from additional professional development. Students are also not used to using reading or math strategies during science and social science times. Students who have difficulty in reading comprehension will find that having to use comprehension strategies in the content areas will also be a struggle as they aim to master skills. Lack of teacher experience is a barrier for this goal.
State the measurable outcome the school plans to achieve	Teachers will incorporate core strategies across the curriculum throughout all grade levels. Students will have numerous opportunities to engage in critical thinking and inquiry activities. This process will help students demonstrate what they know and acquire a greater understanding of the content specific to each of the disciplines.
Person responsible for monitoring outcome	Jessica Torres (jtorres@materinternationalacademy.com)
Evidence-based Strategy	According to our school data our Math Achievement level was 61% while the district was at 69% and the state at 63%. In order to close this gap this year we will be focusing on comprehension strategies in Math. We will also work on providing teachers and students with more test prep material.
Rationale for Evidence-based Strategy	This year teachers will be using Problem Solving strategies, such as C.U.B.E.S. This strategy will require our students to break down the word problem and completely understand what the word problems are asking them to solve.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators and teachers will provided professional development opportunities through workshops, PLCs, and lesson studies to acquire effective techniques to incorporate during all content area instruction. 2. Administrators will monitor ongoing data through bi-weeklies, interim assessments and i-Ready reports submitted by teachers. 3. Lesson Plans will be checked on a weekly basis to ensure the core strategies are incorporated in science and social sciences. 4. Writing across all content areas will be monitored by Instructional coaches and administration
Person Responsible	Jessica Torres (jtorres@materinternationalacademy.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).

The school data clearly indicates a deficit in Math Proficiency and Math Learning Gains. It is critical this year to ensure differentiated instruction is taking place not only in the classroom but also to develop a pull out system where the students are receiving additional intervention in areas of deficiency in Math. The data analysis will also need to be constant ensuring data is individualized to the students. The data chats will need to occur on a bi-weekly basis and the staff will need to remediate according to student needs. The teachers will be provided with I-Ready Teacher toolbox as an additional resource as well as Digital Coach/Performance Coach for remediation. It will be critical to ensure student data is being analyzed to ensure we are meeting individual student goals.

Math pull out groups will also need to occur with fidelity in order to target specific student learning deficiencies in foundational skills. I-Ready will be used to assign students specific lessons according to their foundational deficiencies. The teachers will need to create student groups via I-ready to ensure target instruction via I-Ready.

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.

Our goal is to increase the percent of parents involved in school activities to 71%. Limited knowledge of the English language is a barrier in providing knowledge of activities. Communication will be sent in English and Spanish for all parent activities. Activities will be conducted in both languages. Modes of communication have been expanded to include school-wide mass text messaging through Remind101 service to remind parents of important information and upcoming events, both in English and Spanish. 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.

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.

The overall well-being of Mater International Academy students is an integral part of our philosophy. Student Support Services seeks to provide support both in and out of the classroom in the areas of academic support, social-emotional development and physical wellbeing. The Mater International Academy Student Services Team consists of a general education teacher, principal and a school psychologist. These professionals work closely with students, parents, community agencies and school personnel to ensure that every student is provided the opportunity to maximize his or her social, emotional and intellectual abilities. The Student Services Team helps students to feel at ease with teachers and the school environment. Individual and group counseling sessions are conducted to address students' social and emotional needs. Conflict resolution training is provided to students. Teachers work diligently to prevent bullying and violence in the school and community. The Student Services Team meets with parents, teachers and school administration to discuss student academic and behavioral

needs and to determine if students need assistance outside of the traditional classroom setting. Student Services Personnel welcome the opportunity to meet with parents, discuss concerns and assist students in any way possible.

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

In order to assist preschool students in the transitioning process the principal visited several preschools nearby the school. Ms. Camarena provides parents with information about the school. The school also hosts an open house during the summer, several school tours 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.

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.

Mater International Academies' leadership team follows specific guidelines when aligning and purchasing resources for the school in order to meet the needs of all students. At the start of every year, teachers are provided a box of classroom essentials. The materials include staplers, construction paper, glue, pens, pencils, among other things. An inventory of resources is collected at the beginning and end of every school year. The inventory includes the instructional materials, curricular materials, technology, and classroom furniture in the individual teachers' classrooms. The instructional materials list are separated by subject area. The leadership team reviews the inventory and creates a spreadsheet by grade level of materials within the building. The leadership team discusses the effectiveness of the instructional materials in terms of alignment to the standards. Research is done to ensure that the materials are up-to-date with the current standards. The materials are compared to the district-adopted materials and pacing guides that are correlated to the standards. According to the information that is gathered, the team decides if purchases need to be made. Software programs are also evaluated for effectiveness and fidelity. The team reviews usage and performance reports to analyze student progress on the programs. The programs are checked for standards alignments and decisions are made for renewal. Purchases are made based on the projected number of students for the new school year. The administration will brainstorm on how the purchasing of materials will affect the budget and determine the best option on how to allocate funds and what account the funds will come from. The EESAC committee approves the funding of programs and materials throughout the school year. Leadership meetings are held weekly. Within the meetings instructional and curricular materials are analyzed by performance reports, bi-weekly spreadsheets and observations conducted by the team.

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

Mater International Academy promotes academic and career planning by organizing a day dedicated to a career day event.

Part V: Budget

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

1	III.A.	Areas of Focus: If core instruction is increased in all content areas, the student achievement will improve				\$8,806.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		399-Other Technology-Related Purchased Services	3000 - Mater International Academy	Title, I Part A		\$8,806.00
Total:						\$8,806.00