Mater Academy Charter Middle School

2020-21 Schoolwide Improvement Plan

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Mater Academy Charter Middle School

7901 NW 103RD ST, Hialeah Gardens, FL 33016

www.matermiddlehigh.org

Demographics

Principal: Alex Tamargo

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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 Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (63%) 2016-17: A (68%) 2015-16: A (62%)
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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www.matermiddlehigh.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in high school and within a global society. Our Mission is the Meaningful achievement of Academics facilitated by Teachers, administrators, parents and the community Enabling students to become confident, self-directed and Responsible lifelong learners.

Provide the school's vision statement.

In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Nunez, Jose	Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Morris, Beatriz	Assistant Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Montero, Maria	Assistant Principal	Responsible for Safety Instructional Leader Day-to-Day Operations Personnel Facilities Management
Alonso, Yolanda	Instructional Coach	Instructional Leader Personnel Training and Coaching Curriculum Development
Macho, Silvina	Instructional Media	Media and Technology Specialist Data Analysis
Castro, Diana	Teacher, ESE	SPED Program Specialist IEP Monitoring Special Education Monitoring
Lopez, Elsa	Other	Testing Chair Person Test Security Teacher Training Data Analysis
Marrero, Blanca	Instructional Coach	ELL Coordinator ELL Student Support ELL Student Testing and Reporting
Marty, Judith	Other	Chief Academic Officer for Mater Academy Inc.
Wilson, Denise	Teacher, K-12	Mathematics Department Chair Student Safety and Instruction

Name	Title	Job Duties and Responsibilities
Fonteriz, Mildred	Teacher, K-12	Department Chairperson Student Instruction and Safety

Demographic Information

Principal start date

Saturday 7/1/2017, Alex Tamargo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
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School Grades History	2018-19: A (66%) 2017-18: A (63%) 2016-17: A (68%) 2015-16: A (62%)
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](#).	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	339	453	457	0	0	0	0	1249
Attendance below 90 percent	0	0	0	0	0	0	11	18	23	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	4	2	7	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	4	8	17	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	9	16	0	0	0	0	28

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	74	90	99	0	0	0	0	263

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 8/27/2020

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	
Number of students enrolled	0	0	0	0	0	0	433	450	474	0	0	0	0	1357
Attendance below 90 percent	0	0	0	0	0	0	17	25	26	0	0	0	0	68
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	26	25	20	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	95	79	89	0	0	0	0	263

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	433	450	474	0	0	0	0	1357
Attendance below 90 percent	0	0	0	0	0	0	17	25	26	0	0	0	0	68
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	26	25	20	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	95	79	89	0	0	0	0	263

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	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	68%	58%	54%	69%	53%	52%
ELA Learning Gains	60%	58%	54%	63%	55%	54%
ELA Lowest 25th Percentile	48%	52%	47%	52%	48%	44%
Math Achievement	73%	58%	58%	74%	54%	56%
Math Learning Gains	63%	56%	57%	69%	56%	57%
Math Lowest 25th Percentile	58%	54%	51%	67%	51%	50%
Science Achievement	53%	52%	51%	56%	50%	50%
Social Studies Achievement	84%	74%	72%	74%	70%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	58%	7%	54%	11%
	2018	72%	53%	19%	52%	20%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	71%	56%	15%	52%	19%
	2018	65%	54%	11%	51%	14%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
08	2019	67%	60%	7%	56%	11%
	2018	74%	59%	15%	58%	16%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	58%	12%	55%	15%
	2018	83%	56%	27%	52%	31%
Same Grade Comparison		-13%				
Cohort Comparison						
07	2019	72%	53%	19%	54%	18%
	2018	64%	52%	12%	54%	10%
Same Grade Comparison		8%				
Cohort Comparison		-11%				
08	2019	53%	40%	13%	46%	7%
	2018	63%	38%	25%	45%	18%
Same Grade Comparison		-10%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	29%	43%	-14%	48%	-19%
	2018	33%	44%	-11%	50%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	75%	68%	7%	67%	8%	
2018	90%	65%	25%	65%	25%	
Compare		-15%				
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	83%	73%	10%	71%	12%	
2018	70%	72%	-2%	71%	-1%	
Compare		13%				
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	89%	63%	26%	61%	28%
2018	95%	59%	36%	62%	33%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	54%	46%	57%	43%
2018	100%	54%	46%	56%	44%
Compare		0%			

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	34	45	39	46	64	61	36				
ELL	53	55	46	64	51	54	34	82	80		
BLK	48	41	27	44	35	33	30	57	70		
HSP	70	61	50	75	64	59	54	86	86		
WHT	67	45		74	67			73			
FRL	67	60	48	72	61	57	52	82	85		
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	44	52	40	60	67	57	40	50			
ELL	41	48	44	59	59	59	39	41	94		
BLK	54	58	60	69	58	64	62	60	32		
HSP	72	63	49	78	64	66	62	70	49		
WHT	68	72		68	56						
FRL	70	63	51	77	63	66	60	70	91		
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	52	63	50	44	52	41		53			
ELL	38	53	51	51	58	59	21	51	72		
BLK	58	53	47	63	69	73	45		100		
HSP	70	63	53	74	69	67	57	74	84		
WHT	67	75		73	69						
FRL	68	63	52	73	69	65	54	73	84		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	672
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 shows that at 53% achievement, the lowest data component performance is in Science. Contributing factors to this performance include: failure to provide interventions and support, failure to provide adequate data analysis and the creation of an effective plan to target specific students weakness, unsatisfactory differentiated instruction and a need for more instructional support through paraprofessionals, tutoring, and interventions.

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

The data shows that the lowest 25% of students showed the greatest decline in performing overall, dropping 2 percentage points in ELA and 8 percentage points in Mathematics from 2018 to 2019. Factors to this decline include: poor identification of students, failure to provide interventions and

support, failure to provide adequate data analysis and the creation of an effective plan to target specific students weakness, unsatisfactory differentiated instruction and a need for more instructional support through paraprofessionals, tutoring, and interventions.

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.

In no data component does the school fall below the state average. The largest gap between the state average and the school's performance is in Math Achievement in which the school scored a 73% Achievement Rate. This is 15% higher than the states average achievement rate of 58%. The factors that contributed to this gap include high quality mathematics instruction, increased interventions from paraprofessionals and multi-tiers support systems including tutoring, pull-out, in class differentiated instruction.

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 in the Social Studies Achievement Component which saw a 14% growth from an achievement rate of 70% in 2018 to a 84% rate in 2019. The new action taken in this area included instruction in an auditorium setting with teachers differentiating instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data, a potential area of concern are the number of students who score a level 1 on a state assessment. These students will be part of our lower quartile group and will need additional service and support.

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

1. A focus on Social-Emotional Learning Training and Instruction
2. Identify, Track, and Provide Interventions for our Lower Quartile
3. Advanced Academics Department Formation and provide increased opportunities for students
4. Move to Classroom of the Future and Rigorous Remote Live Instruction
5. Improved Technology/Health and Safety Facilities

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Lowest 25% Percentile in ELA and Mathematics The students in the lower 25th percentile in both ELA and Mathematics showed decreases in achievement from the 2018 to the 2019 school year. In 2018, 50% of Students in the Lowest 25th Percentile in ELA achieved mastery while in 2019 only 48% of students achieved mastery. In 2018, 66% of students in the Lowest 25th Percentile in Mathematics achieved mastery while in 2019 only 58% of students achieved mastery. For the 2019-2020 school year the goal is to have at least 50% of students in the Lowest 25th Percentile in ELA achieve mastery and at least 66% of students in the lowest 25th percentile in mathematics achieve mastery
Measurable Outcome:	For the 2020-2021 school year the goal is to have at least 50% of students in the Lowest 25th Percentile in ELA achieve mastery and at least 66% of students in the lowest 25th percentile in mathematics achieve mastery
Person responsible for monitoring outcome:	Yolanda Alonso (yalonso@dadeschools.net)
Evidence-based Strategy:	Evidence-based strategy that will be implemented is the targeted use of paraprofessionals and tutoring services.
Rationale for Evidence-based Strategy:	Based on the results from 2018-2019, those students who participated in a structured pull-out or push-in tutoring program with paraprofessionals saw increased learning gains. In fact, on average, 80% of students who received this remediation strategy saw learning gains and improved results. Additionally, results for the 2019-2020 iReady Assessments saw an average increase of 10% for those students receiving this intervention from Diagnostic 1 to Diagnostic 3.

Action Steps to Implement

1. Identify the lowest 25th percentile in both English Language Arts and Mathematics
2. Share list of students with both teachers and paraprofessionals include student data and results
3. Create a structured schedule of pull-out and push-in tutoring sessions for the lowest 25th percentile students
4. Work with classroom teachers to develop quality lessons based on standards of greatest weakness
5. Monitor through through walk-through observations, progress monitoring assessment and iReady Diagnostic Assessments

Person Responsible	Yolanda Alonso (yalonso@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In addition to our School Wide Area of Focus, Three other school-wide improvement priorities include:

1) a focus on social- emotional education and mental health wellness. This will be addressed by
- Mental health training for all faculty and staff
- Socio-emotional learning lessons conducted through social students classes for students
- Positive reinforcement and messages throughout the school
- Continued school wide Student-Services initiatives including Red Ribbon Week, Health Fairs, Guest Speakers and Wellness Campaigns

2) a focus on advanced academics. This will be addressed by:
- increased opportunities for accelerated courses including High School College Level Classes
- Saturday tutoring for enrichment and advancement
- a revised after care enrichment program
- accelerated study abroad program

3) a focus on Technology and Health in response COVID-19
-increased access to technology for teachers and students
-increased cleanliness and health and safety measures
-increased training in responding to health and safety concerns
-pivot to remote live instruction and various technology platforms as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school plans to build positive relationships with parents, families, and other community stakeholders through a variety of outreach and informational session. First, EESAC - the Educational Excellence School Advisory Council meets on the 2nd Tuesday of the month, 6 times in the school year. This is an opportunity for parents, students, teachers, stake-holders, and administrators to gather and discuss the school improvement plan goals and progress. Additionally, monthly Parent Academies and the Title I Information Meetings are held to provide parental support on a variety of topics based on parent feedback from the previous year. Our ConnectED system, School Website, and Social Media Platforms provide timely information and announcements to all stakeholders and also celebrate and share the successes and activities of the school community. Four times a year, parents are invited to discuss student grades, effort and conduct with teachers and administrators through our quarterly parent conferences. During this time of

COVID-19 and Remote live instruction the school will additionally implement Zoom Town Hall Meetings for both parents and students, increased Zoom Office Hours, a Mater Helps email address (materhelps@materacademy.com) and regular social media and website posting.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.