

Miami-Dade County Public Schools

Mater Academy East Preparatory



2020-21 Schoolwide Improvement Plan

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Mater Academy East Preparatory

998 SW 1ST ST, Miami, FL 33130

www.materbeach.com

Demographics

Principal: Jenny Agu IR Re

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	71%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (59%) 2016-17: B (56%) 2015-16: B (59%)
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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Mater Academy East Preparatory

998 SW 1ST ST, Miami, FL 33130

www.materbeach.com

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)
High School 6-12	Yes	93%
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	B	B

School Board Approval

N/A

SIP Authority

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<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 the District is:

- Meaningful achievement of
- Academics facilitated by
- Teachers, administrators, parents & the community
- Enabling students to become confident, self-directed &
- Responsible lifelong learners.

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

Provide the school's vision statement.

The Vision of Mater Academy, Inc. is to provide students a viable educational choice that offers an innovative, rigorous, and seamless college preparatory curriculum, providing Mater students, at every level from PK-12th grade, with a competitive advantage against their contemporaries. To that end, Mater Schools strive to:

- create a thirst for knowledge in all disciplines;
- kindle the art of thinking and serve as a springboard for lifelong learning; and
- deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Aguirre, Jenny	Principal	Instructional leader who sustains a shared vision for the students' academic achievement. She ensure rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Ms. Aguirre oversees the mentor and mentee program. Additionally, she analyzes data and connects it to the instructional needs of the students at the school.
Gonzalez, Juan	Instructional Coach	Assists in progress monitoring of at risk students. He will analyze the data collected and ensure proper interventions are taking place. Additionally, Mr. Gonzalez oversees the after school tutoring program. Mr. Gonzalez meets with ELA and Math teachers during common planning to support the design of rigorous unit plans. He provides resources and assists teachers in locating and using instructional materials that support best practices.
Puente, Lourdes	Teacher, K-12	Ms. Puente meets with the science teachers during common planning to support the design of rigorous unit plans. She provides resources and assist teachers in locating and using instructional materials that support best practices.
Estrada, Maggie	Administrative Support	Ms. Estrada, Staffing Specialist, will anticipate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations. Ensure IEPs, EPs and 504s are created and implemented.
Diaz, Eduardo	Administrative Support	Mr. Diaz, CAP Counselor, assists students with the preparation of necessary college entrance documentation and ensure that these students are meeting all requirements to enter a college upon graduating from high school.
Alvarez, Cristina	School Counselor	Our Guidance Counselor, Isabel Cabrera, provides guidance services and character education to our students.

Demographic Information

Principal start date

Friday 7/1/2016, Jenny Agu IR Re

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.*

3

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.*

0

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	71%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Economically Disadvantaged Students
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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	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	38	18	31	37	124
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	2	1	5	4	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	0	4	1	7

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	9	0	0	7	16

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/3/2020

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	23	39	41	44	147
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	4	3	5	14
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	4	2	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	5	0	0	6

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	59%	56%	55%	56%	53%
ELA Learning Gains	58%	54%	51%	40%	51%	49%
ELA Lowest 25th Percentile	62%	48%	42%	32%	45%	41%
Math Achievement	57%	54%	51%	42%	47%	49%
Math Learning Gains	58%	52%	48%	47%	47%	44%
Math Lowest 25th Percentile	50%	51%	45%	44%	45%	39%
Science Achievement	63%	68%	68%	70%	63%	65%
Social Studies Achievement	56%	76%	73%	60%	71%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(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					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	68%	55%	13%	55%	13%
	2018	49%	54%	-5%	53%	-4%
Same Grade Comparison		19%				
Cohort Comparison		68%				
10	2019	48%	53%	-5%	53%	-5%
	2018	58%	54%	4%	53%	5%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

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

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

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

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	71%	-15%	70%	-14%
2018	77%	67%	10%	68%	9%
Compare		-21%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	63%	-3%	61%	-1%
2018	30%	59%	-29%	62%	-32%
Compare		30%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	54%	-3%	57%	-6%
2018	44%	54%	-10%	56%	-12%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	25	44	59	45	45	40	28	38		100	100

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
HSP	59	59	62	58	57	48	63	58		97	97
FRL	58	59	60	58	58	50	63	53		97	97
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	32	53	50	19	25	27				75	
HSP	54	57	41	40	36	35	72	77		92	90
FRL	50	53	40	36	34	35	69	79		92	88
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	18	26	26	30	34	37	29				
HSP	55	41	32	43	48	44	70	61		83	91
FRL	54	39	28	40	46	45	69	59		79	94

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	732
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	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 component that showed the lowest performance is High School Social studies, which scored a 56% achievement level. Contributing factors include instruction not aligned with state standards.

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

The data component that showed the greatest decline is High School Social studies, which scored a 56% achievement level. Contributing factors include instruction not aligned with state standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap is High School Social studies, which scored a 56% achievement level. Contributing factors include instruction not aligned with state standards.

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

The area which showed the most improvement was Math Learning Gains. We saw a 23% jump due to improved curriculum alignment and after school tutoring programs which addressed areas of growth for students struggling in Math.

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

Two potential areas of concern are students who received a Level 1 on 2019 statewide ELA assessment and Level 1 on 2019 statewide Math assessment.

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

1. Social Studies Achievement Level
2. Science Achievement Level

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: As a result of overall low proficiency scores on the 2019 social studies EOC (56%) achievement, the area of focus is to increase student achievement by improving core instruction in social studies through proper planning and implementation of curriculum alignment to state standards.

Measurable Outcome: Students will achieve 61% proficiency in the social studies EOC.

Person responsible for monitoring outcome: Juan Gonzalez (jgonzalez@matereast.com)

Evidence-based Strategy: Review of strategy instruction; lesson plans; classroom walk-throughs; gradebook reviews; and assessment data.

Rationale for Evidence-based Strategy: Data has shown that quality planning and instruction leads to higher student achievement. Therefore, we will focus on the areas of instruction; lesson plans, classroom walk-throughs, gradebook reviews, and assessment data to increase student achievement.

Action Steps to Implement

Proper planning and implementation of curriculum alignment to state standards.

Person Responsible Juan Gonzalez (jgonzalez@matereast.com)

Identify author's purpose in historical documents and political cartoons.

Person Responsible Juan Gonzalez (jgonzalez@matereast.com)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: A second area of focus is to increase student achievement by improving core instruction in science through proper planning and implementation of curriculum alignment to state standards.

Measurable Outcome: Students will achieve a 68% in the science EOC.

Person responsible for monitoring outcome: Lourdes Puente (puentel@dadeschools.net)

Evidence-based Strategy: Foster creativity and critical thinking in students through cross-curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature and the process of science for students in order to allow them to explain, write results, and make connections on real-life experiences.

Rationale for Evidence-based Strategy: Utilize critical thinking skills to gain meaning of abstract concepts presented in text.

Action Steps to Implement

Provide inquiry-based, hands-on laboratory activities incorporating the nature of science.

Person Responsible Lourdes Puente (puentel@dadeschools.net)

Review of interim data and unit assessments.

Person Responsible Lourdes Puente (puentel@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

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

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.

One of the strategies that we find effective in engaging and motivating students is to hold events and field trips that reward student success and positive behavior. Our school's Activities Director plans activities throughout the school year such as school-wide pep rallies and assemblies that motivate and celebrate the hard work students put forth throughout the school year. Teachers at Mater Academy East High share a sense of support and are actively engaged in all aspects of the learning environment. Teacher's perspectives and voices are highly regarded when deciding curriculum development and implementation, or rules and procedures put in place to ultimately create a safe and nurturing learning environment. Mater East High believes that teachers are the foundation for fostering a positive learning environment. Our teachers are celebrated for their hard work and achievements during faculty meetings and a Teacher of the Year is chosen annually. Parental engagement plays a major role in the success at our school. At Mater Academy East High, we believe in the importance of creating and implementing a shared vision with all of our stakeholders. Mater East implements a number of different strategies that help with parental and community engagement. We schedule a number of parent events and meetings throughout the year intended to keep families informed with the most up-to-date information pertaining to their child's education. During these events, the school administration and staff are able to communicate important dates, overall student progress, and school-wide activities. Parents are encouraged to volunteer at the school through our Parental Volunteer Program. Parents volunteer their time in the classroom, school activities, field trips, and school fundraisers. With our Title I Designation, we are afforded a Community Involvement Specialist (CIS) to assist with maintaining an open line of communication between the families, school, and community. Our CIS conducts informational meetings and training for parents, surveys the community to identify and assist in areas of critical need, and performs home visits together with the Principal to conduct wellness visits for children and families in need. Our school also includes parents in the decision-making process at the school. The Educational Excellence School Advisory Council meetings serve as an excellent opportunity for parents to communicate their voices and perspectives in regard to implementing school-wide decisions. This allows parents to be involved with the success of the school and offers transparency to decisions made throughout the school year. We find that parents enjoy being part of the process and share credit with teachers and students in the achievements of the school.

In addition, the school holds partnerships with community organizations such as the City of Miami Parks and Recreation, Publix Supermarkets, McDonald's, Verizon Innovative Learning, and Digital Promise. These partnerships are essential to the success of the school. The use of their resources supports and strengthens the vision and mission of the school. The community organizations help engage, students, teachers, and families alike with additional learning experiences and educational opportunities.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$3,730.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7037 - Mater Academy East Preparatory			\$3,730.24
			<i>Notes: US History Pearson Florida</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$2,195.16
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			7037 - Mater Academy East Preparatory			\$2,195.16
			<i>Notes: Biology 1 Pearson, Miller, & Levine</i>			
					Total:	\$5,925.40