Miami-Dade County Public Schools

Mater Academy East Middle School

2020-21 Schoolwide Improvement Plan

Table of Contents

Mater Academy East Middle School

998 SW 1ST ST, Miami, FL 33130

www.materacademyeastmiddlehigh.org

Demographics

Principal: Jenny Agu IR Re

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Closed: 2022-08-17
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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: A (67%) 2017-18: B (60%) 2016-17: C (52%) 2015-16: C (53%)
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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998 SW 1ST ST, Miami, FL 33130

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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	97%

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	C

School Board Approval

N/A

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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 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 Middle 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 East Academy Middle/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.
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.
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.
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.*
1

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

15

Demographic Data

2020-21 Status (per MSID File)	Closed: 2022-08-17
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	No
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2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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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	55	62	47	0	0	0	0	164
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	16	15	8	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	10	5	2	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	5	1	0	0	0	0	11

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	3	6	4	0	0	0	0	13

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	1	0	0	0	0	1
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 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	58	51	38	0	0	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	10	5	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	

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	2	0	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	58	51	38	0	0	0	0	147
Attendance below 90 percent	0	0	0	0	0	0	0	3	2	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	10	5	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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	

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	2	0	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	84%	58%	54%	55%	53%	52%
ELA Learning Gains	63%	58%	54%	52%	55%	54%
ELA Lowest 25th Percentile	58%	52%	47%	32%	48%	44%
Math Achievement	82%	58%	58%	68%	54%	56%
Math Learning Gains	54%	56%	57%	72%	56%	57%
Math Lowest 25th Percentile	59%	54%	51%	71%	51%	50%
Science Achievement	62%	52%	51%	38%	50%	50%
Social Studies Achievement	97%	74%	72%	46%	70%	70%

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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	87%	58%	29%	54%	33%
	2018	80%	53%	27%	52%	28%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	90%	56%	34%	52%	38%
	2018	80%	54%	26%	51%	29%
Same Grade Comparison		10%				
Cohort Comparison		10%				
08	2019	76%	60%	16%	56%	20%
	2018	59%	59%	0%	58%	1%
Same Grade Comparison		17%				
Cohort Comparison		-4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	85%	58%	27%	55%	30%
	2018	86%	56%	30%	52%	34%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	90%	53%	37%	54%	36%
	2018	60%	52%	8%	54%	6%
Same Grade Comparison		30%				
Cohort Comparison		4%				
08	2019	64%	40%	24%	46%	18%
	2018	57%	38%	19%	45%	12%
Same Grade Comparison		7%				
Cohort Comparison		4%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	62%	43%	19%	48%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	40%	44%	-4%	50%	-10%
Same Grade Comparison		22%				
Cohort Comparison						

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	97%	73%	24%	71%	26%
2018	93%	72%	21%	71%	22%
Compare		4%			
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	86%	63%	23%	61%	25%
2018	75%	59%	16%	62%	13%
Compare		11%			
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
ELL	85	64	73	79	51	56		92			
HSP	84	63	58	82	55	59	62	97	43		
FRL	84	61	57	80	52	57	59	97	42		

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	58	81	83	65	54	50	10				
HSP	70	72	66	68	54	47	40	93	32		
FRL	70	73	66	71	56	53	41	93	33		
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	27	35	26	54	72	70	9	26			
HSP	53	50	32	67	71	71	37	45	39		
FRL	54	52	33	69	73	75	37	47	38		

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	
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	9
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	71
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	
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	65
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 component that showed the lowest performance was in 8th grade Science. A 62% achievement level was a 22% improvement from the year previous. Contributing factors to our improvement include high quality instruction, curriculum alignment to state-mandated standards, and the school's after-school academic enrichment program.

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

The component which showed the greatest decline from the previous year is ELA Learning Gains. Contributing factors to this decline can be credited to a need for an implementation of instructional strategies that focus on key ideas and details and integration of knowledge and ideas.

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 component which had the greatest gap when compared to the state average is in the area of ELA achievement. Our school performed 26% better than the overall state average (84% compared to 58%). This is due to high quality instruction, curriculum alignment to state-mandated standards, and the school's after-school academic enrichment program.

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 Science Achievement which improved 22% from the year previous (62% compared to 40%). This improvement can be credited to high quality instruction, curriculum alignment to state-mandated standards, and the school's after-school academic enrichment program.

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

A potential area of concern is the amount of students with course failures in ELA.

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

ELA Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	One area of focus is to increase student achievement by improving core instruction in ELA learning gains. Cross-curricular differentiated instruction will be implemented to target student's area for growth.
Measurable Outcome:	Learning gains in ELA will increase by 5 percentage points.
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

1. Monitor data through iReady Progress Monitoring.

Person Responsible	Juan Gonzalez (jgonzalez@matereast.com)

2. Professional development will given to all teachers regarding differentiated instruction.

Person Responsible	Juan Gonzalez (jgonzalez@matereast.com)

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 professional development opportunities in the areas of Math and ELA.

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 Middle 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 Middle 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 Middle, 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: ELA				$3,380.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6009 - Mater Academy East Middle School			$3,380.00
			Notes: Collections Digital grades 6-8			
					Total:	$3,380.00