

Miami-Dade County Public Schools

Mater Academy East Charter School



2020-21 Schoolwide Improvement Plan

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Mater Academy East Charter School

450 SW 4TH ST, Miami, FL 33130

www.matereast.org

Demographics

Principal: Beatrice Riera

Start Date for this Principal: 8/10/2002

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
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (79%) 2016-17: A (75%) 2015-16: A (70%)
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 Charter School

450 SW 4TH ST, Miami, FL 33130

www.matereast.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)
Elementary School KG-5	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	98%

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.

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 the District is:

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

Our mission is to accomplish a fostering educational environment by providing students with the necessary skills to reach their highest potential.

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.

Mater Academy East's vision is to provide a loving, caring and supportive educational environment that furthers a philosophy of respect and high expectations for all students, parents, teachers and staff.

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
Riera, Beatriz	Principal	Beatriz Riera is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction is taking place in all classrooms and supports continuous professional development opportunities for all teachers and staff members. Oversees the mentor and mentee program. Additionally, she analyzes data and connects it to the instructional needs of the students at Mater Academy East.
Rivas, Michelle	Assistant Principal	Michelle Rivas assists in progress monitoring of at risk students. She will analyze the data collected and ensure proper interventions are taking place. Additionally, Ms. Rivas will oversee the after school tutoring program for ELL students using funds granted through Title III.
Casal, Joseph	Instructional Coach	Joseph Casal meets with teachers during common planning to support the design of rigorous unit plans. He provides resources and assist teachers in locating and using instructional materials that support best practices.
Aguilar, Jessica	Instructional Coach	Jessica Aguilar meets with teachers during common planning to support the design of rigorous unit plans in the areas of reading and math. She provides resources and assist teachers in locating and using instructional materials that support best practices. Ms. Aguilar also ensures proper implementation of interventions.
Gomez, Anette	Instructional Coach	Anette Gomez meets with 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, Magdalena	Administrative Support	Maggie 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, Cristina Alvarez, provides guidance services and character education to our students. Ms. Alvarez also oversees the implementation of the Social Emotional Learning program.

Name	Title	Job Duties and Responsibilities
Charney-Perez, Jaci	Instructional Coach	Jaci Charney-Perez/Science and Math Chair for 3rd-5th grade meets with teachers during common planning to support the design of rigorous unit plans. She provides resources and assists teachers in locating and using instructional materials that support best practices.
Gonzalez, Natalie	Instructional Coach	Natalie Gonzalez Science Coach for K-2nd grade meets with 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.

Demographic Information

Principal start date

Saturday 8/10/2002, Beatrice Riera

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.*

25

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

32

Demographic Data

2020-21 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
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 Hispanic Students

	Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (79%) 2016-17: A (75%) 2015-16: A (70%)
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	124	124	116	78	55	63	0	0	0	0	0	0	0	560
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	8	2	4	2	1	0	0	0	0	0	0	0	17
Course failure in Math	0	3	0	3	4	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	3	8	2	0	2	0	0	0	0	0	0	0	15

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	1	1	0	0	0	0	0	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	

Date this data was collected or last updated

Friday 9/4/2020

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	119	111	81	57	62	62	0	0	0	0	0	0	0	492
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	6	8	1	0	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	5	1	1	0	3	3	0	0	0	0	0	0	0	13

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	2	10	6	0	2	5	0	0	0	0	0	0	0	25

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	4	7	14	0	0	0	0	0	0	0	0	0	0	25
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	119	111	81	57	62	62	0	0	0	0	0	0	0	492
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	6	8	1	0	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	5	1	1	0	3	3	0	0	0	0	0	0	0	13

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	2	10	6	0	2	5	0	0	0	0	0	0	0	25

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	4	7	14	0	0	0	0	0	0	0	0	0	0	25
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	81%	62%	57%	80%	57%	55%
ELA Learning Gains	61%	62%	58%	62%	61%	57%
ELA Lowest 25th Percentile	53%	58%	53%	59%	58%	52%
Math Achievement	89%	69%	63%	90%	66%	61%
Math Learning Gains	80%	66%	62%	76%	65%	61%
Math Lowest 25th Percentile	74%	55%	51%	73%	57%	51%
Science Achievement	67%	55%	53%	82%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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
03	2019	85%	60%	25%	58%	27%
	2018	83%	61%	22%	57%	26%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	79%	64%	15%	58%	21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	82%	60%	22%	56%	26%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
05	2019	77%	60%	17%	56%	21%
	2018	87%	59%	28%	55%	32%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	92%	67%	25%	62%	30%
	2018	85%	67%	18%	62%	23%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	86%	69%	17%	64%	22%
	2018	85%	68%	17%	62%	23%
Same Grade Comparison		1%				
Cohort Comparison		1%				
05	2019	87%	65%	22%	60%	27%
	2018	94%	66%	28%	61%	33%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	53%	12%	53%	12%
	2018	86%	56%	30%	55%	31%
Same Grade Comparison		-21%				
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
SWD	79	45		86	91						
ELL	80	60	57	91	83	82	70				
HSP	81	61	53	89	79	73	67				
FRL	80	59	53	89	79	72	67				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	80			87							
ELL	77	76	85	84	75	59	60				
HSP	84	74	75	88	76	68	85				
FRL	84	77	74	88	75	70	86				
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	85			77							
ELL	78	56	60	86	75	71	55				
HSP	80	61	59	89	76	71	82				
FRL	81	63	61	90	76	71	80				

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	73
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	581
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75
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	75
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	
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	73
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	72
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 was ELA lowest 25th percentile. A contributing factor was a decline in the student's abilities to identify key ideas and details as observed on the results of the 2018-2019 Reading FSA.

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 was ELA lowest 25th percentile. A contributing factor was a decline in the student's abilities to identify key ideas and details as observed on the results of the 2018-2019 Reading FSA.

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.

Mater Academy East's data components outperformed the state and district results.

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 Math lowest 25th percentile. 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?

One potential area of concern is course failure in ELA in the primary grades.

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

1. ELA lowest 25th percentile
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: The area of focus is student performance in ELA of the lowest 25th percentile. This area of focus was identified as a critical need from the data reviewed and it impacts student learning and success.

Measurable Outcome: Increase proficiency by 5 percentage points in ELA for the lowest 25th percentile.

Person responsible for monitoring outcome: Michelle Rivas (934755@dadeschools.net)

Evidence-based Strategy: Teachers will provide differentiated instruction for students to maintain and/ or challenge literacy instruction by implementing the Florida State Standards to develop lessons focused on key ideas and details. Additionally, students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. The Studies Weekly and i-Ready Program will promote to enhance reading comprehension through out delivery of instruction.

Rationale for Evidence-based Strategy: Students will enhance their abilities to identify key ideas and details while increasing student achievement.

Action Steps to Implement

Teachers will attain effective strategies in which they will be able to provide differentiated instruction for students to maintain and/ or challenge literacy instruction focused on key ideas and details. Additionally the Florida State Standards will be implemented to develop focused lessons during instruction. Students will be exposed to an array of literary pieces such as novels, chapter books, etc. throughout the school year. The Studies Weekly and i-Ready Program will promote to enhance reading comprehension through out delivery of instruction.

Person Responsible Michelle Rivas (934755@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 leadership team will conduct biweekly grade level meetings to dissect data and provide feedback. Additionally, the school leadership team will provide teachers with meaningful professional development opportunities in the area of 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. We plan school-wide pep rallies and assemblies that motivate and celebrate the hard work students put forth throughout the school year.

Teachers and staff at Mater Academy East (MAE) work together on a common set of beliefs and values to provide a school culture that promotes a positive learning environment which maximizes students' ability to learn. For example, MAE employs a full-time school counselor that plays a vital role in helping all students in the areas of academic achievement, but also career, social and emotional development. Character education has played a pivotal role in the school counselor's commitment to promoting a continuous learning process that enables our students to become moral, caring, and responsible individuals.

MAE prides itself in bringing parents, families, and communities together to create a trusting environment. Family engagement continues to be at the forefront of the school's efforts to achieve student success. Part of its success has been attributed to its parental volunteer program, the goal of which, is to encourage families to be part of their child's education by participating in school related activities such as becoming a room parent, reading to the class, attending field trips, and organizing special events.

With our designation of being a Title I school, MAE has a full-time community involvement specialist (CIS) that serves as a bridge between the home and the school. The CIS is tasked with providing informational workshops to parents, surveying the community to target areas of critical need, and performs home visits to ensure the welfare of students and families in times of need. The CIS also maintains the Title I Parent Center. This center provides parents with flyers, coupons, monthly calendar of activities, school news, a laptop computer, as well as informational texts that are available for checkout.

Lastly, MAE's Educational Excellence School Advisory Council (EESAC) is responsible for final decision making at the school as it relates to the implementation of the components of the School Performance Excellence Plan. The EESAC committee is comprised of the principal, teachers, educational support employees, students, parents, and business/community representatives. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions that affect instruction and the delivery of programs. The EESAC committee is one of the key components in MAE's ability to effectively engage families and the community in a way that truly impacts student success.

MAE has had a long-standing relationship with community partners such as City of Miami Parks and Recreation, McDonalds, Common Threads and Amigos for Kids. It is through these partnerships, such as Amigos for Kids, that Mater Academy East is able to offer workshops to educate parents and families on best practices in parenting. Additionally, Mater Academy East has developed relationships with MMA dragon, UF, and Be Present Yoga & Wellness through our on going STEM program.

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				\$62,006.14
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			3100 - Mater Academy East Charter School	Title, I Part A		\$16,480.00
			<i>Notes: iReady Reading/Math</i>			
			3100 - Mater Academy East Charter School	General Fund		\$6,803.40
			<i>Notes: Go Math</i>			
			3100 - Mater Academy East Charter School	General Fund		\$16,804.44
			<i>Notes: Reading Wonders</i>			
			3100 - Mater Academy East Charter School	General Fund		\$7,246.80
			<i>Notes: Studies Weekly</i>			
			3100 - Mater Academy East Charter School	General Fund		\$2,950.00
			<i>Notes: Brain POP</i>			
			3100 - Mater Academy East Charter School	General Fund		\$2,860.00
			<i>Notes: Discovery Education</i>			
			3100 - Mater Academy East Charter School	General Fund		\$8,861.50
			<i>Notes: Florida Science</i>			
Total:						\$62,006.14