

Miami-Dade County Public Schools

Mater Academy Of International Studies



2020-21 Schoolwide Improvement Plan

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Mater Academy Of International Studies

795 NW 32ND ST, Miami, FL 33127

<http://www.materacademyis.com/>

Demographics

Principal: Giselle Bernal

Start Date for this Principal: 7/1/2013

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)	88%
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 (67%) 2017-18: C (45%) 2016-17: C (52%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	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	C	C

School Board Approval

N/A

SIP Authority

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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 of International Studies is to provide an innovative, challenging, bilingual and multi-cultural curriculum, preparing students to have a global edge. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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 of International Studies is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parent, 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
Melian, Ileana	Principal	<ul style="list-style-type: none"> -Overall day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases -Oversees annual school budget audit -AdvancED/Cognia -School Wellness Plans -School Improvement Plan (SIP) -Parent concerns -Building maintenance -Faculty meetings -Crisis management -Fire Alarm Contact -Annual School Accountability Report -Personnel Issues -Staff Evaluations/Supervision -Individual Professional Development Plans -Approves of Days Off & all leave requests - Approves School Events and Field Trips -Approves school fundraising activities -Maintenance Approvals -Technology purchases and approvals -Title I Program requirements -Conflict Resolution -Discipline -EESAC -Student Retentions -Threat Assessment Team -FSSAT Safety and Security -SESIR -Manages grants expenditures and compliance -Charter School Compliance -VILS Program Compliance
Bernal, Giselle	Assistant Principal	<ul style="list-style-type: none"> -Principal's designee when the Principal is not present -Assist with School Improvement Plan (SIP) -Test Chair for K-9 -Accreditations/SACS -Curriculum Support and Decisions -Parent Concerns -Discipline -Crisis Management -Reports Final Decisions and Approvals to Principal -Daily Evaluations/Supervision -Conflict Resolution -Assisting with Charter Tools -Title I and Title III support

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Master Schedules -Member of Threat Assessment Team
Ocampo, Stephanie	Instructional Coach	<ul style="list-style-type: none"> -Curriculum Planning/Data Driven/Evidence Based -ESOL Chair/Access Testing -Professional Development per subject -Analyze data and diagnose student needs per grade levels -Guide grade level planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with grade level and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed -I-Ready Program- Reading & Math -Book Fair School Events -Mater Spelling Bee -Coffee Chats
Verde, Rosa	School Counselor	<ul style="list-style-type: none"> -K-9 School Counseling -Group counseling -Liaison for all wellness programs -Middle School Course Requirements -College Readiness Advocate -Virtual School Contact and Facilitator -Parental support -Charity Fundraising Liaison -CRISIS and DCF Guidance -Truancy -Character Education Program Liaison -Member of Threat Assessment Team -Project Upstart Liaison -SEL Program Liaison
Rosales, Reina	Instructional Coach	<ul style="list-style-type: none"> -Attends Science and Math District Mtgs and reports back to Admin -Professional Development Liaison -STEM Liaison -Science Fair -Science STEM NIGHT -Teacher Mentoring/modeling instruction -Science Data -Science Coaching -Student Coaching -Maintain coaching logs -VILS Program Coach

Demographic Information**Principal start date**

Monday 7/1/2013, Giselle Bernal

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

28

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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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	84	85	95	104	72	61	0	0	0	0	0	0	0	501
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	2	4	10	0	7	1	0	0	0	0	0	0	0	24
Course failure in Math	1	6	8	12	13	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	3	12	0	7	21	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	6	19	0	6	15	0	0	0	0	0	0	0	46

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	17	4	10	16	0	0	0	0	0	0	0	53

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	3	8	8	9	5	2	0	0	0	0	0	0	0	35
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

Sunday 9/13/2020

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	3	18	40	7	29	29	0	0	0	0	0	0	0	126
Attendance below 90 percent	2	4	4	1	1	3	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	2	5	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	3	17	40	18	29	0	0	0	0	0	0	0	0	107

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	9	23	2	14	12	0	0	0	0	0	0	0	62

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	5	8	11	12	10	2	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	5	2	1	0	0	0	0	0	0	0	8

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	3	18	40	7	29	29	0	0	0	0	0	0	0	126
Attendance below 90 percent	2	4	4	1	1	3	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	2	5	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	3	17	40	18	29	0	0	0	0	0	0	0	0	107

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	9	23	2	14	12	0	0	0	0	0	0	0	62

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	5	8	11	12	10	2	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	5	2	1	0	0	0	0	0	0	0	8

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	65%	62%	57%	51%	57%	55%
ELA Learning Gains	75%	62%	58%	47%	61%	57%
ELA Lowest 25th Percentile	78%	58%	53%	52%	58%	52%
Math Achievement	61%	69%	63%	57%	66%	61%
Math Learning Gains	67%	66%	62%	58%	65%	61%
Math Lowest 25th Percentile	63%	55%	51%	53%	57%	51%
Science Achievement	58%	55%	53%	49%	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	53%	60%	-7%	58%	-5%
	2018	41%	61%	-20%	57%	-16%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	72%	64%	8%	58%	14%
	2018	52%	60%	-8%	56%	-4%
Same Grade Comparison		20%				
Cohort Comparison		31%				
05	2019	68%	60%	8%	56%	12%
	2018	45%	59%	-14%	55%	-10%
Same Grade Comparison		23%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	67%	0%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	48%	67%	-19%	62%	-14%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	65%	69%	-4%	64%	1%
	2018	55%	68%	-13%	62%	-7%
Same Grade Comparison		10%				
Cohort Comparison		17%				
05	2019	53%	65%	-12%	60%	-7%
	2018	42%	66%	-24%	61%	-19%
Same Grade Comparison		11%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	53%	4%	53%	4%
	2018	28%	56%	-28%	55%	-27%
Same Grade Comparison		29%				
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	24	75	73	24	50						
ELL	61	73	75	53	67	64	54				
BLK	44			50							
HSP	67	76	79	62	70	67	57				
FRL	65	75	78	61	67	63	58				
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	6	18		6	36						
ELL	43	57	46	42	45	35	19				
BLK	32	43		37	57						
HSP	47	53	45	49	48	37	29				
FRL	47	53	45	49	49	43	29				
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	39	41	50	53	51	57					

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
BLK	29			43							
HSP	51	48	55	56	57	52	49				
FRL	50	47	52	56	58	53	48				

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	65
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	49
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	62
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	66
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 lowest data component was in Science achievement, scoring at 58%. One contributing factor is the language barrier among the testing population. However, the assessment proficiency increased from 29% in 2018 to 58% in 2019. Additionally, the data exceeds both the district and state scores.

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

There was no decline in data from the prior year.

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 greatest gap in comparison to the state average is in math achievement with the state scoring at 63%, and Mater Academy of International Studies scoring 61%. There is an increase from 49% to 61% in math achievement from the prior year.

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

The most improvement in data was in the ELA Lowest 25th percentile group. The average increased from 53% in 2018 to 78% in 2019. Mater Academy of International Studies took many actions in this area. One action was to focus on Tier II WonderWorks intervention. Additionally, the school incorporated i-Ready instruction, focusing on student data and individual needs.

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

With most of our students being ELL and Hispanic, we are continuing to work on closing the learning gaps with adequate instructional strategies.

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

1. Increasing math achievement proficiency.
2. Increasing science achievement on the fifth grade Statewide Science assessment.
3. Maintaining ELA achievement at at least 65% proficiency.
4. Increasing proficiency among ELL and SWD population.
5. Increasing math proficiency among the lowest 25th percentile.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on 2019 data, Science scores were at a 58% overall student achievement and we have identified it as a critical need for improvement and area of focus for the 20-21 school year. Teachers will target higher order thinking questions and students will have numerous opportunities to engage in critical thinking and inquiry activities.

Measurable Outcome: Teachers will incorporate additional science foundational skills in order to increase science achievement by 3% . Students will have numerous opportunities to engage in scientific inquiry activities and small group instruction that target deficiencies in scientific knowledge.

Person responsible for monitoring outcome: Reina Rosales (rrosales@materacademyis.com)

Evidence-based Strategy: Teachers will use the Elevate Science curriculum to target scientific objectives and grade level expectations. Additionally, teachers will incorporate reading skills in order to target scientific academic vocabulary.

Rationale for Evidence-based Strategy: Integrating reading skills throughout science instruction will provide students with additional opportunities to master science standards and academic vocabulary.

Action Steps to Implement

The science coach will check lesson plans on a weekly basis to ensure that teachers are planning based on grade level standards and including rigorous, inquiry based, scientific activities.

Person Responsible Reina Rosales (rrosales@materacademyis.com)

The instructional coach will observe teachers incorporating reading strategies in order to target academic vocabulary skills.

Person Responsible Stephanie Ocampo (socampo@materacademyis.com)

The STEM coordinator will ensure that scientific labs are conducted on a weekly basis so that students have numerous opportunities to engage in scientific inquiry.

Person Responsible Reina Rosales (rrosales@materacademyis.com)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Based on 2019 data, Math scores for our English Language Learners (ELL) subgroup were at a overall 53% student achievement and we have identified it as a critical need for improvement and area of focus for the 20-21 school year. Teachers will target foundational math skills using ELL strategies and ELlevation activities. Students will have numerous opportunities to practice scaffolded and targeted activities through direct and small group instruction.

Measurable Outcome: Teachers will incorporate additional math foundational skills within our ELL subgroup in order to increase math achievement by 2% . Students will have numerous opportunities to engage in targeted based ELL activities.

Person responsible for monitoring outcome: Stephanie Ocampo (socampo@materacademyis.com)

Evidence-based Strategy: ELlevation and ELL strategies based on the ESOL MATRIX from MDCPS will be implemented in every grade in order to focus on raising the achievement in Math within the ELL subgroup. IReady Math instruction will also be used to target individual instruction and close learning gaps within the subgroup.

Rationale for Evidence-based Strategy: iReady is an evidence based program that will ensure that the students are working within their individual academic level. Additionally, each student will be able to work towards their growth target to achieve higher skills in Math. ELlevationa and the ESOL Matrix ensures that students follow ELL strategies and support to reach their English proficiency at their grade level.

Action Steps to Implement

Weekly walkthroughs and lesson overview will be conducted in order to monitor successful instructional delivery.

Person Responsible Giselle Bernal (gbernal@materacademyis.com)

Weekly team/grade level meetings will be held to discuss targeted ELL strategies to be used in order to improve math lessons and student skills.

Person Responsible Stephanie Ocampo (socampo@materacademyis.com)

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 address the remaining schoolwide improvement priorities by conducting weekly walkthroughs to monitor instructional delivery. The leadership team will also provide feedback to teachers in order to improve instructional delivery and provide coaching as necessary. Professional development will also be provided to support teachers in their subject areas. Lastly, the leadership team will conduct monthly data chats to monitor student assessment scores and collaborate with teachers in order to target student achievement gaps.

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.

Our school is quite fortunate due to the fact that the families that live in our community give education precedence in their child's life as well as believe that it is paramount in their success. Not only are our parents very involved in school activities and volunteer a minimum of thirty hours per family, but they are willing and able to participate in any endeavor needed outside of the school in order to ensure their child's educational achievement. In order to support our parents' involvement within our school, they are informed and contribute to the development of our school mission and vision with their attendance in the school's EESAC meetings. At Mater Academy of International Studies we believe that children learn best when parents, teachers, staff, and students work together towards a common goal. We believe that parental involvement is key in order to achieve a student's maximum potential. Stakeholders collaborate to meet the mission and vision through the development of the School Improvement Plan (SIP). They are provided the school accountability report along with school wide data to help guide curriculum implementation and make data-driven decision for continuous academic growth. The SIP provides detailed goals and strategies to meet the expectations of student learning as correlated to the Florida Standards. Through the support of a strong EESAC Committee, the SIP is reviewed periodically and the opportunity for parental and stakeholder feedback contributes to the development of the SIP and its successful implementation. Students are also encouraged to take part in the decision-making process by participating on the school's EESAC committee, which enables ownership of their educational experiences. Stakeholders continuously work together using a continuous improvement model of collaboration in the pursuance of a high quality education.

We maintain open lines of communication with our parents through a continual process that includes automated phone messages via Connect Ed, email notifications, information on our website, Facebook and Instagram, through Class DoJo, as well as through flyers that are sent home. All communication is in both English and Spanish. Our school also finds various ways in which to bring our community together. School events such as Hispanic Heritage day, Reading Under the Stars, our yearly Book Fair, and our Hispanic Heritage celebration allow parents the opportunity to spend time with our school administrators, teachers, and staff.

Our monthly Tiger Pals meetings, which serve as a Parent Teacher Association, also allows for communication to be seamless between the school and each parent in each class. We strive to make our parents part of our team so that they become an integral part of the decision making process, as well as contributing ideas and voicing their opinions so that together we can meet the needs of our students.

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: Science				\$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		500-Materials and Supplies	1017 - Mater Academy Of International Studies	General Fund	501.0	\$9,500.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$22,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		319-Technology-Related Professional and Technical Services	1017 - Mater Academy Of International Studies	Title, I Part A	501.0	\$22,940.00
Total:						\$32,440.00