Miami-Dade County Public Schools

Mater Academy East Preparatory

2021-22 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: 8/17/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	0%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
Breto, Rey	Principal	
Abascal, Mercedes	Assistant Principal	
Tellechea, Patricia	Assistant Principal	

Demographic Information

Principal start date
Monday 8/17/2015, 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.*

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

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	
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
Tuesday 8/31/2021

2020-21 - 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	38	18	31	37	124
Attendance below 90 percent	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	
Course failure in ELA	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	1	0	0	1	2
Level 1 on 2019 statewide ELA assessment	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	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	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	5	5
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	0	0	0	0	0	0	0	0	0	0	0	4	4

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	
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	59%	56%	53%	59%	56%
ELA Learning Gains				58%	54%	51%	55%	56%	53%
ELA Lowest 25th Percentile				62%	48%	42%	40%	51%	44%
Math Achievement				57%	54%	51%	39%	51%	51%
Math Learning Gains				58%	52%	48%	35%	50%	48%
Math Lowest 25th Percentile				50%	51%	45%	35%	51%	45%
Science Achievement				63%	68%	68%	72%	65%	67%
Social Studies Achievement				56%	76%	73%	77%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	68%	55%	13%	55%	13%
Cohort Comparison		0%				
10	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison		-68%				

			MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

			SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019					
Cohort Comparison						

		BIOLOGY EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	64%	68%	-4%	67%	-3%
		CIVICS EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
		HISTORY EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	56%	71%	-15%	70%	-14%
		ALGEBRA EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	60%	63%	-3%	61%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	54%	-3%	57%	-6%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady for 9th graders
APM for 10th graders for fall and winter ELA
MYA for winter and EOC data for math and US history
MYA and FSA for ELA

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	66%	66%
	Economically Disadvantaged	100%	66%	66%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	66%	33%
	Economically Disadvantaged	100%	66%	33%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	100%
	Economically Disadvantaged	0%	0%	100%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	100%
	Economically Disadvantaged	n/a	n/a	100%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	0%	0%
	Economically Disadvantaged	n/a	0%	0%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL										94	67
HSP	67	35	8	50	27	43	72	38		98	66
FRL	70	38	8	53	29	46	71	42		100	65

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	502
Total Components for the Federal Index	10
Percent Tested	97%

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%	
English Language Learners	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	

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%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our overall 9th grade 2021 ELA state assessment data remained the same as 2019 with a 68% proficiency . Our overall 10th grade ELA state assessment score increased 10 percentage points from 2019 to 2021. Our Algebra 1 overall EOC assessment datas dropped 21 percentage points from 2019 to an achievement level of 55% in 2021.
Our Geometry students went from a 50% achievement level in the 2019 EOC to a 40% achievement level in 2021. In Biology, our students raised their achievement level from a 64% in 2019 up to a 72% in 2021. Our US history students dropped from a 56% in 2019 to a 38% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrated the greatest need for improvement was High School Social studies, which scored a 56% achievement level in 2019 and a 38% achievement level in 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor to our need for improvement is the curriculum alignment to state standards. New actions the school will take to address the need for improvement are providing high quality instruction and curriculum alignment to state-mandated standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area which showed the most improvement was overall 10th grade ELA proficiency. We saw a 10% jump due to improved curriculum alignment and after school tutoring programs which addressed areas of growth for students struggling in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were providing high quality instruction and curriculum alignment to state-mandated standards.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the school will provide high quality instruction, curriculum alignment to state-mandated standards, and differentiated instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In addition, we will continue to hold Professional Learning Communities (PLC) as a reflective piece on how to use data to drive and improve instruction. Through this initiative, we will create more data savvy teachers who can plan more effectively and can reach all learners.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional professional development opportunities will be provided in an effort to plan for differentiated instruction and analyze student work for progress towards mastery.
Teachers will continue to participate in Mentoring Programs, Instructional Coaching Cycles, and various opportunities will be provided to witness exemplary GRRM Lessons.
Department and Faculty Meetings will continue to shift into mini-professional learning opportunities and data-chat conferences.
Professional Learning Goals and PLCs will be driven by student learning outcomes.

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 2021 social studies EOC, 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:	Overall proficiency will increase in the social studies EOC by 5 percentage points.
Monitoring:	Proper planning and implementation of curriculum alignment to state standards.
Person responsible for monitoring outcome:	[no one identified]
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	Rey Breto (941130@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No data was reported for this school.

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.

Mater East High School strives to provide all students with the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Mater East's Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form. In addition, counselors review school individual course plans to assure that students are enrolled in courses that align with the students' future career goals. Mater East's CAP Advisor further enhances student awareness of careers and college options through the use of the school website, regular meetings and classroom visits. Parent academies, student orientations, community involvement sessions and student peers help with the process of team building within the school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Constant communication between the stakeholders is essential to the success of the student. Collaborated events between the school and home are established to support parental engagement with the school. These events include but are not limited to: EESAC meetings, Student and Parent Orientation Meetings, Zoom Town Hall Virtual Meetings, Back to School Night, Parent/Teacher Conferences, and Student Parent Association
(SPA) meetings. Additionally, Mater East High School implements a school-wide life skills program designed as an "Advisory Period" to enhance the overall human performance in and out of school grounds. Topics discussed correlate with relevant concepts pertaining to each of the student's grade level and academic expectations. Such topics include but are not limited to study skills, interpersonal conflict, goal-setting, social emotional learning, overcoming setbacks, building confidence, problem solving tactics, life skills for school and beyond, game plans for college, and post-secondary success awareness.

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				$50,220.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	7037 - Mater Academy East Preparatory	Title, I Part A		$50,220.00
			Notes: Social Studies - Instructional Support			
					Total:	$50,220.00