Mater Performing Arts & Entertainment Academy

2021-22 Schoolwide Improvement Plan

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Mater Performing Arts & Entertainment Academy

7901 NW 103RD ST, Hialeah Gardens, FL 33016

www.matermiddlehigh.org

Demographics

Principal: Alex Tamargo

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	79%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (71%) 2016-17: A (65%)
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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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 9-12	Yes	80%

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

School Board Approval

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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 Mater Academy is to develop the intellectual and social skills of its students by facilitating a rigorous college preparatory curriculum and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in high school and within a global society. Our Mission is the Meaningful achievement of Academics facilitated by Teachers, administrators, parents and the community Enabling students to become confident, self-directed and Responsible lifelong learners.

Provide the school's vision statement.

In collaboration with its teachers, parents, community, and administration it is the vision of Mater Academy to provide a meaningful and nurturing educational environment that promotes academic achievement for its students.

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
Tamargo, Alex	Principal	Direct and manage the instructional programs and supervise operations and personnel at the campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, the success of instructional programs, and operation of all campus activities.
Ulloa, Kismet	Assistant Principal	Assist the Principal to direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Alonso, Yolanda	Dean	The Discipline Dean assists with the development, implementation and evaluation of intervention programs for at- risk scholars. Deans administer disciplinary procedures in accordance with the school and state law. Deans also fulfills supervisory duties such as arrival, dismissal and hallway transitions.
Castro, Diana	Teacher, ESE	To work with students, teachers, and school administrators, and parents to develop IEPs. To coordinate curriculum, programs, tutoring, support, and remediation tools, to review and interpret data, to meet special education students' needs, and to help them meet grade-level goals and requirements.

Demographic Information

Principal start date
Thursday 7/1/2021, Alex Tamargo

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.*
0

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
21

Total number of students enrolled at the school
321

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	90	72	83	76	321
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	1	4	1	8
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	4	6	4	1	15
Course failure in Math	0	0	0	0	0	0	0	0	0	9	12	12	3	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	26	1	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	11	1	1	27
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	22	8	0	0	30

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 9/14/2021

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	71	80	78	72	301
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	2	0	1	1	4
Course failure in Math	0	0	0	0	0	0	0	0	0	2	3	1	1	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	8	0	0	14	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	11	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	0	0	0	7	0	1	2	10

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	71	80	78	72	301
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	2	0	1	1	4
Course failure in Math	0	0	0	0	0	0	0	0	0	2	3	1	1	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	8	0	0	14	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	11	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	0	0	0	7	0	1	2	10

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				81%	59%	56%	81%	59%	56%
ELA Learning Gains				64%	54%	51%	66%	56%	53%
ELA Lowest 25th Percentile				51%	48%	42%	67%	51%	44%
Math Achievement				60%	54%	51%	65%	51%	51%
Math Learning Gains				31%	52%	48%	38%	50%	48%
Math Lowest 25th Percentile				15%	51%	45%	43%	51%	45%
Science Achievement				57%	68%	68%	65%	65%	67%
Social Studies Achievement				87%	76%	73%	88%	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
09	2021					
	2019	86%	55%	31%	55%	31%
Cohort Comparison						
10	2021					
	2019	76%	53%	23%	53%	23%
Cohort Comparison		-86%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	68%	-11%	67%	-10%
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	87%	71%	16%	70%	17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	63%	4%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	54%	5%	57%	2%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress Monitoring was conducted through teacher-created tests.

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

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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	69	54									
HSP	77	63	48	38	24	45		76		100	97
FRL	74	63	45	37	24	38	40	76		100	96

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	41	50	33	46	32	27	53				
HSP	82	64	54	62	32	17	57	87		100	93
FRL	79	67	53	61	28	13	55	86		100	92
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	8	40	46	53	40						
HSP	82	67	68	66	39	43	67	88		100	94
FRL	79	69	65	62	34	41	61	86		100	93

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	59
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	591
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	62
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	63
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	59
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?

The lower quartile in ELA and Math is our lowest-performing group
Students with disabilities lowest-performing subgroup overall

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

ELA and Math/EOC scores need greatest improvement

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

Progress monitoring was not being implemented effectively. In order to improve, progress monitoring and benchmark testing will be taking place three times a year.

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

Graduation rate; Acceleration, Industry Certification.

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

Increased Industry Certification Exams; Facilitation of dual-enrollment courses throughout the school day; AP enrollment increase.

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

Data Chats; Progress Monitoring tool implementation across all CORE subjects; HomeRoom periods with students grouped by FSA levels and ESE subgroup.

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.

- Study Island Technology training (progress monitoring and remediation lessons)
- Verizon training (General training)
- Edgenuity Training (Supplemental curriculum resources)

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

- Increase classroom visits
- Tardy Center implementation (student tardies decreased significantly)
- Mentor Program
- PLC groups by subject area and grade level
- Common planning

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA SCORES via final FSA results decreased from 2019-2021.
Measurable Outcome:	Lower quartile will improve an average of 10 points per students.
Monitoring:	- Baseline, Benchmark, and Post Tests administered through standardized Study Island program.
Person responsible for monitoring outcome:	Ana Gonzalez (anagonzalez@materacademy.com)
Evidence-based Strategy:	Direct and differentiated instruction based upon FSA levels and specific standards of need.
Rationale for Evidence-based Strategy:	In the classroom setting, direct and differentiation instruction if implemented properly have shown to yield proficient results when working with groups of students over 20.

Action Steps to Implement

- Targeted Tutoring
- Homeroom grouping for remediation
- Teacher training on Study Island/Technology
-Progress Monitoring/Testing and Data Chats

Person Responsible   Ana Gonzalez (anagonzalez@materacademy.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math/EOC SCORES via final FSA results decreased from 2019-2021
Measurable Outcome:	Lower quartile will improve an average of 10 points per students.
Monitoring:	Baseline, Benchmark, and Post Tests administered through standardized Study Island program.
Person responsible for monitoring outcome:	Maria Montero (mmontero@materacademy.com)
Evidence-based Strategy:	Direct and differentiated instruction based upon FSA levels and specific standards of need.
Rationale for Evidence-based Strategy:	In the classroom setting, direct and differentiated instruction if implemented properly have shown to yield proficient results when working with groups of students over 20.

Action Steps to Implement

- Targeted Tutoring
- Homeroom grouping for remediation
- Teacher training on Study Island/Technology
-Progress Monitoring/Testing and Data Chats

Person Responsible   Maria Montero (mmontero@materacademy.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Biology EOC SCORES via final results decreased from 2019-2021
Measurable Outcome:	Lower quartile will improve an average of 10 points per students.
Monitoring:	- Baseline, Benchmark, and Post Tests administered through standardized Study Island program.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Direct and differentiated instruction based upon FSA levels and specific standards of need.
Rationale for Evidence-based Strategy:	In the classroom setting, direct and differentiated instruction if implemented properly have shown to yield proficient results when working with groups of students over 20.

Action Steps to Implement

- Targeted Tutoring
- Homeroom grouping for remediation
- Teacher training on Study Island/Technology
-Progress Monitoring/Testing and Data Chats

Person Responsible   Kismet Ulloa (kismetulloa@materacademy.com)

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.

Compared to Discipline Data across the state, Mater High's discipline data shows "VERY LOW" level of incidence. To continue this tradition of low incidence rates the following initiatives will be taken:

1) Promoting school-wide culture of excellence by reviewing school rules and expectations at the start of the school year and working with students and families to meet the expectations
2) School Rules and expectations will be communicated to all stake holders at the start of the school year through school wide videos, flyers, handouts, presentations and examples.
3) Two deans of discipline will be employed to ensure enforcement of school rules and expectations.
4) New Tardy Center Procedures will be implemented to ensure students are arriving to school on time.
5) Increased supervision in the hallways and during lunch will occur through strategic placement of Paraprofessionals, Administrators, Deans, Support Staff, and other Personnel to ensure visibility in the morning drop off, through hallway change, during lunch, and at dismissal.

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.

The school addresses building positive school culture and environment through the following:
1) Open door policy from administration
2) Regular communication with all stake-holders through
-Faculty meetings
-Department meetings
-PLC meetings
-School emails and messenger
-Curriculum Council meetings
-Faculty Question Box,
-EESAC: Educational Excellence School Advisory Council
-STEAM Team Meetings
-PAL: Parents as Liaison Meetings
-Mater Inc Board Meetings
-Mater coalition Meetings and
-Parent Academy Meetings
3) Mentoring program for new Faculty and Staff
4) School-Wide Social Emotional Learning and Character Education for all students
5) Student Services initiatives including Red Ribbon Week, Character Counts, Lion Strides
6) Designated School-Wide Help Desk : materhelps@materacademy.com
7) Over 60 Student led organizations, clubs, and groups

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

Administration - oversee the day-to-day running of school, provide opportunities to connect with all stake holders and listen to concerns from all groups, implement and enforce school wide policies that create positive school culture, support student and faculty led initiatives for creating an effective learning environment, and model appropriate behavior for faculty and students.

Student Services - collaborate with administration on school wide initiatives, facilitate communication with teachers, parents and students to create a positive learning environment, and model appropriate behavior for faculty and students.

Faculty / Staff - create a safe and positive classroom environment for students, enforce school-wide policies

and expectations, collaborate in PLC and Departmental Teams to support all faculty, communicate with parents, and model appropriate behavior for faculty and students.

Students - create a safe and positive environment for themselves and their peers by adhering to school policies, supporting peers, maintaining high standards of behavior and scholarship, communicating with faculty, staff, and parents, creating exciting and enthusiasm through involvement in positive school activities, clubs, and organizations and modeling excellent behavior.

Parents - communicate and collaborate with faculty, staff, administration, and students to support student learning and address concerns to build a better, safer and more effective learning environment. Support school wide initiatives through participation, involvement, fundraising, and supervision.

Mater Inc. Board - coordinates with school leaders and all stakeholders to ensure compliance with local and state regulations, passes initiatives that forward the mission and vision of the school, communicates areas of concerns raised by stakeholders to administration and policy-makers, supports school initiatives through board-approved initiatives, participation and involvement.

Community Partners - coordinate with school personnel to enhance the learning environment of the school and forward school mission and vision by providing students access to innovative and unique learning experiences and partnerships.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$791.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7014 - Mater Performing Arts & Entertainment Academy			$791.33
			Notes: Study Island Program. Curriculum support and remediation used across the curriculum.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$791.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7014 - Mater Performing Arts & Entertainment Academy			$791.33
			Notes: Study Island Program. Curriculum support and remediation used across the curriculum.			
3	III.A.	Areas of Focus: Instructional Practice: Science				$791.33
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7014 - Mater Performing Arts & Entertainment Academy			$791.33
			Notes: Study Island Program. Curriculum support and remediation used across the curriculum.			
					Total:	$2,373.99