Mater Academy East Charter School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
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)
Elementary School KG-5	Yes	90%

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

School Board Approval

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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:
Mater provides a safe learning environment where
Academics are facilitated by
Teachers, administrators, parents, and the community which
Enables students to become confident, self-directed learners in a technologically-rich college preparatory environment through
Rigor, Relevance and Relationships.

Our mission is to provide our 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 exemplary educational choices by offering an innovative college preparatory curriculum; empowering confident leaders of tomorrow.

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	Position 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.
Charney-Perez, Jaci	Science Coach	Jaci Charney-Perez, Science/STEM Coach for K-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	Science Coach	Natalie Gonzalez, Science/STEM Coach for K-2nd grade, meets with teachers during common planning to support the design of rigorous unit

Name	Position Title	Job Duties and Responsibilities
		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

29

Total number of students enrolled at the school

501

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

5

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

3

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	81	96	106	86	56	46	0	0	0	0	0	0	0	471
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	10	9	18	14	1	0	0	0	0	0	0	0	52
Course failure in Math	0	9	3	12	11	10	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	13	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	52	65	44	21	16	0	0	0	0	0	0	0	198

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	19	38	10	22	15	0	0	0	0	0	0	0	104

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	3	5	0	0	0	0	0	0	0	0	0	8
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

Monday 9/20/2021

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	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	

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	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		
One or more suspensions	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	

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%	62%	57%	84%	62%	56%
ELA Learning Gains				61%	62%	58%	75%	62%	55%
ELA Lowest 25th Percentile				53%	58%	53%	76%	59%	48%
Math Achievement				89%	69%	63%	88%	69%	62%
Math Learning Gains				80%	66%	62%	76%	64%	59%
Math Lowest 25th Percentile				74%	55%	51%	68%	55%	47%
Science Achievement				67%	55%	53%	86%	58%	55%

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
03	2021					
	2019	85%	60%	25%	58%	27%
Cohort Comparison						
04	2021					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-85%				
05	2021					
	2019	77%	60%	17%	56%	21%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	67%	25%	62%	30%
Cohort Comparison						
04	2021					
	2019	86%	69%	17%	64%	22%
Cohort Comparison		-92%				
05	2021					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by all grade levels was I-Ready.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	23%	31%
	Economically Disadvantaged	46%	23%	30%
	Students With Disabilities	50%	0%	50%
	English Language Learners	44%	15%	24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38%	24%	50%
	Economically Disadvantaged	39%	22%	48%
	Students With Disabilities	0%	0%	50%
	English Language Learners	33%	16%	43%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	20%	35%
	Economically Disadvantaged	21%	16%	32%
	Students With Disabilities	33%	0%	33%
	English Language Learners	9%	2%	21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	19%	37%
	Economically Disadvantaged	26%	16%	32%
	Students With Disabilities	0%	33%	0%
	English Language Learners	23%	11%	26%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	13%	28%
	Economically Disadvantaged	32%	8%	24%
	Students With Disabilities	20%	0%	20%
	English Language Learners	19%	0%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	16%	33%
	Economically Disadvantaged	25%	13%	32%
	Students With Disabilities	0%	0%	50%
	English Language Learners	19%	5%	24%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	32%	35%
	Economically Disadvantaged	56%	35%	38%
	Students With Disabilities	33%	22%	22%
	English Language Learners	15%	0%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	12%	37%
	Economically Disadvantaged	33%	11%	35%
	Students With Disabilities	30%	10%	30%
	English Language Learners	8%	0%	8%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	32%	37%
	Economically Disadvantaged	53%	30%	35%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	25%	41%
	Economically Disadvantaged	48%	23%	38%
	Students With Disabilities	67%	33%	33%
	English Language Learners	33%	0%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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
SWD	29			33							
ELL	58	49	33	39	22		40				
HSP	62	46	27	43	24	7	41				
FRL	60	42	27	39	18	7	36				
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				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	

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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on progress monitoring data from 2021, there was an drop overall in reading from a 42% in the Fall to a 33% in the Spring. There was a drop overall in reading for our economically disadvantaged students from a 42% in the Fall to a 32% in the Spring. There was a drop in reading for our ESE students from a 27% in the Fall to a 25% in the Spring. Our ESOL subgroup showed an increase in reading from a 20% in the Fall to a 28% in the Spring. There was an overall in Math from a 35% in the Fall to a 40% in the Spring. There was an increase overall in math for our economically disadvantaged students from a 35% in the Fall to a 37% in the Spring. There was an increase in math for our ESE students from a 19% in the Fall to a 23% in the Spring. Our ESOL subgroup showed an increase in math from a 21% in the Fall to a 27% in the Spring. Based on 2021 FSA data in comparison to 2019 FSA data, reading dropped from an 81% to a 63%, math dropped from 89% to 43%, and science dropped from 67% to 41%.

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

The data component that showed the greatest decline was Math lowest 25th percentile. A contributing factor was a decline in the student's abilities to master standards in the areas of operations, algebraic thinking and fractions as observed on the results of the 2021 Math FSA.

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?

Based of 2020-2021 progress monitoring data the data component that showed the most improvement was Math from 35% proficiency in the Fall and 40% proficiency in the Spring.

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

This improvement can be credited to high quality instruction, curriculum alignment to state-mandated standards, and the school's after-school academic enrichment program.

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, after-school academic enrichment program 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.

The professional development opportunities that will be provided at the school will be for curriculum and instruction, differentiated instruction and using data to drive instruction.

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

In order to ensure sustainability of improvement, professional developments will continuously take place through out the school year. Reading coaches and curriculum coaches will provide support to

teachers through grade level meetings. Monthly leadership meetings will take place to analyze data and plan for instruction tailored to student areas for growth.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The area of focus is student performance in Math 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 Math for the lowest 25th percentile.
Monitoring:	We will be monitoring all data collected from iReady, summative and formative assessments, and conducting formal and informal classroom walkthrough to assure desired outcomes.
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 math instruction by implementing the Florida State Standards to develop lessons focused on areas of operations, algebraic thinking and fractions .
Rationale for Evidence-based Strategy:	Students will enhance their the abilities to master standards in areas of operations, algebraic thinking and fractions 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 math instruction focused on operations, algebraic thinking and fractions . Additionally the Florida State Standards will be implemented to develop focused lessons during instruction. The iReady Program will enhance math concepts through out delivery of instruction.

Person Responsible	Michelle Rivas (934755@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.

According to SafeSchoolsfor Alex.org, Mater Academy East has a low school incident ranking when comparing our discipline data to other schools in the state. We will continue to implement our school wide discipline plan and monitor student behavior throughout the 2021-2022 school in an effort to maintain a low incident ranking.

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.

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.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$37,005.27
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3100 - Mater Academy East Charter School	General Fund		$10,529.27
			Notes: Go Math			
			3100 - Mater Academy East Charter School	Title, I Part A		$16,728.00
			Notes: iReady Math/Reading			
			3100 - Mater Academy East Charter School	General Fund		$3,250.00
			Notes: Brain Pop			
			3100 - Mater Academy East Charter School	General Fund		$6,498.00
			Notes: Florida Coach			
					Total:	$37,005.27