

Miami-Dade County Public Schools

Mater Academy East Middle School



2021-22 Schoolwide Improvement Plan

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Mater Academy East Middle School

998 SW 1ST ST, Miami, FL 33130

www.materacademyeastmiddlehigh.org

Demographics

Principal: Jenny Agu IR Re

Start Date for this Principal: 8/17/2021

2019-20 Status (per MSID File)	Closed: 2022-08-17
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: A (67%) 2017-18: B (60%) 2016-17: C (52%)
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 Middle School

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www.materacademyeastmiddlehigh.org

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)
Middle School 6-8	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	100%

School Grades History

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

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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 Middle 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 East Academy Middle/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

Tuesday 8/17/2021, 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

14

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.

2

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	4	6	5	0	0	0	0	15
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	1	2	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	1	3	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	2	2	0	0	0	0	6
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	2	2	1	0	0	0	0	5

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

Friday 8/27/2021

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	55	62	47	0	0	0	0	164
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	16	15	8	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	10	5	2	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	5	1	0	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	3	6	4	0	0	0	0	13

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	1	0	0	0	0	1
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	4	6	5	0	0	0	0	15
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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	1	2	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	1	3	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	2	2	2	0	0	0	0	6

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	2	2	1	0	0	0	0	5

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	0
Students retained two or more times	0	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				84%	58%	54%	70%	56%	53%
ELA Learning Gains				63%	58%	54%	72%	56%	54%
ELA Lowest 25th Percentile				58%	52%	47%	66%	52%	47%
Math Achievement				82%	58%	58%	68%	56%	58%
Math Learning Gains				54%	56%	57%	54%	56%	57%
Math Lowest 25th Percentile				59%	54%	51%	47%	55%	51%
Science Achievement				62%	52%	51%	40%	52%	52%
Social Studies Achievement				97%	74%	72%	93%	73%	72%

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	87%	58%	29%	54%	33%
Cohort Comparison						
07	2021					
	2019	90%	56%	34%	52%	38%
Cohort Comparison		-87%				
08	2021					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	85%	58%	27%	55%	30%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	90%	53%	37%	54%	36%
Cohort Comparison		-85%				
08	2021					
	2019	64%	40%	24%	46%	18%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	62%	43%	19%	48%	14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	73%	24%	71%	26%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

iReady was used for ELA and Math progress monitoring in grades 6-8 to compile the data below. MYA and EOC data was used for Civics and Science progressing monitoring.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	50%	25%
	Economically Disadvantaged	0%	50%	25%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	25%	50%
	Economically Disadvantaged	50%	25%	50%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40%	66%	0%
	Economically Disadvantaged	40%	66%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	n/a	20%	80%
	Economically Disadvantaged	n/a	25%	75%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	100%	40%
	Economically Disadvantaged	25%	100%	50%
	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	80%	80%	25%
	Economically Disadvantaged	75%	75%	0%
	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	50%
	Economically Disadvantaged	n/a	n/a	50%
	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
SWD	70	60		70	20						
ELL	63	59	59	58	21	19		71			
HSP	72	60	65	54	24	23	48	71	24		
FRL	72	59	63	55	25	24	47	73	22		
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	85	64	73	79	51	56		92			
HSP	84	63	58	82	55	59	62	97	43		
FRL	84	61	57	80	52	57	59	97	42		

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	58	81	83	65	54	50	10				
HSP	70	72	66	68	54	47	40	93	32		
FRL	70	73	66	71	56	53	41	93	33		

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	49
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	441
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
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 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

Asian Students	
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	49
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	49
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 current 6th grade students dropped 34 percentage points overall in ELA and 33 percentage points overall in math. Our current 7th grade students dropped 50% overall in ELA and remained the same in proficiency overall in math. Our current 8th grade students dropped 20 percentage points overall in both ELA and math.

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

The component that showed the greatest need for improvement in was 8th grade Science.

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 data component with the most improvement was our 8th grade ELA achievement level.

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 ELA

Area of Focus Description and Rationale:	One area of focus is to increase student achievement by improving core instruction in ELA learning gains.
Measurable Outcome:	Learning gains in ELA will increase by 5 percentage points.
Monitoring:	Data will be monitored through iReady Progress Monitoring.
Person responsible for monitoring outcome:	Mercedes Abascal (939333@dadeschools.net)
Evidence-based Strategy:	Review of strategy instruction; lesson plans; classroom walk-throughs; gradebook reviews; and assessment data. Cross-curricular differentiated instruction will be implemented to target student's area for growth.
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

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

The school reported 2.7 incidents per 100 students which is less than the state middle school rate of 4.7 incidents per 100 students.

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 Middle 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. The 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 Middle 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: ELA				\$82,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	6009 - Mater Academy East Middle School	Title, I Part A		\$50,600.00
			<i>Notes: Reading Teacher - Instructional Support</i>			
	2110	160-Other Support Personnel	6009 - Mater Academy East Middle School	Title, I Part A		\$31,860.00
			<i>Notes: Paraprofessional</i>			
					Total:	\$82,460.00