

Miami-Dade County Public Schools

# Imater Preparatory Academy High School



2020-21 Schoolwide Improvement Plan

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# Imater Preparatory Academy High School

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

## Demographics

Principal: Teresa Santalo

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (65%) 2016-17: B (55%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

N/A

**SIP Authority**

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

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

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

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

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

651 W 20TH ST, Hialeah, FL 33010

www.materacademy.com

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	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	99%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

## School Board Approval

N/A

## SIP Authority

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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.

Our mission is to provide a challenging educational curriculum which promotes critical thinking skills and individual artistic expression through a balance of tradition and innovation.

#### Provide the school's vision statement.

Our vision is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge, skills, and attitudes necessary for meaningful and productive lives as artists, designers, and citizens of the world. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions across the visual & performing arts and other disciplines.

- Support curriculum integration where students use appropriate, real world technologies that foster high achievement, independent problem solving and global participation.
- Support on-going, timely professional development where staff learns to integrate technology into the curriculum, manage data technologies, and explore new technologies as they affect teaching and learning.
- Engage the community in technology partnerships through increased communication with stake holders, shared resources, and work with institutions of high education, libraries and businesses.
- Support an infrastructure that includes up to date hardware, software and modern peripherals so that the curriculum can be easily integrated.
- Provide support systems such as personnel, operations, management, and other systems that support teaching and learning.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Santalo, Teresa	Principal	
Garcia, Densie	Assistant Principal	
Reyes, Esther	Assistant Principal	
Novoa, Stephanie	Teacher, K-12	
Torres, Jaime	Teacher, K-12	
Salazar, Monique	Teacher, K-12	
Robinson, Patricia	Teacher, K-12	
Valdes, Carmen	Teacher, K-12	
Carter, Angel	School Counselor	
Gonzalez, Yara-Luna	Instructional Coach	
Pino, Jennifer	Teacher, K-12	
Castrillon, Cindy	Teacher, K-12	
Valentine, Hazel	School Counselor	

## Demographic Information

### Principal start date

Wednesday 7/1/2015, Teresa Santalo

**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

42

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: A (65%) 2016-17: B (55%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	279	239	282	250	1050
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	21	8	16	22	67
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	11	4	0	17
Course failure in Math	0	0	0	0	0	0	0	0	0	2	9	5	2	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	114	0	0	58	172
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	70	0	0	0	70
Level 1 Algebra 1 Previous Years	0	0	0	0	0	0	0	0	0	0	4	41	69	114

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	59	4	3	37	103

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

Wednesday 9/9/2020

### Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	243	291	241	215	990
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	15	18	32	32	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	15	8	7	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	135	91	145	150	521

**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	55	7	45	52	159

**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	

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	243	291	241	215	990	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	18	32	32	97	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	15	8	7	34	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	91	145	150	521	

**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	55	7	45	52	159	

**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

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	59%	56%	56%	56%	53%
ELA Learning Gains	63%	54%	51%	57%	51%	49%
ELA Lowest 25th Percentile	57%	48%	42%	50%	45%	41%
Math Achievement	55%	54%	51%	51%	47%	49%
Math Learning Gains	58%	52%	48%	49%	47%	44%
Math Lowest 25th Percentile	54%	51%	45%	36%	45%	39%
Science Achievement	35%	68%	68%	57%	63%	65%
Social Studies Achievement	75%	76%	73%	69%	71%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	60%	55%	5%	55%	5%
	2018	62%	54%	8%	53%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	68%	53%	15%	53%	15%
	2018	61%	54%	7%	53%	8%
Same Grade Comparison		7%				
Cohort Comparison		6%				

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
2019	35%	68%	-33%	67%	-32%
2018	49%	65%	-16%	65%	-16%
Compare		-14%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	71%	4%	70%	5%
2018	78%	67%	11%	68%	10%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	63%	-28%	61%	-26%
2018	55%	59%	-4%	62%	-7%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	54%	9%	57%	6%
2018	83%	54%	29%	56%	27%
Compare		-20%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	54		18	27						
ELL	38	56	55	45	51	40	26	56		87	88
HSP	64	63	56	56	58	55	35	74		95	72
FRL	62	61	57	56	58	52	32	76		95	74

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	50	44	30	36							
ELL	30	44	39	62	65	53	31	63		81	85
HSP	63	54	39	70	64	59	49	77		91	83
FRL	62	53	40	69	63	60	49	76		89	87
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	38	25	30	30			60			
ELL	27	50	45	39	46	38	44	29		70	71
HSP	57	57	49	52	50	38	56	70		80	45
FRL	55	56	53	51	48	36	55	70		76	56

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	691
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component which showed the lowest performance was Science Achievement. Lack of common planning, insufficient data analysis, and targeted instruction were the contributing factors.

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

The data component showing the greatest decline from the prior year was Math Achievement. The number of students tested in Geometry increased by about 50%. Teachers teaching that subject for the first time may have also contributed to this decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average was Science Achievement. Lack of common planning, insufficient data analysis, and targeted instruction were the contributing factors.

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

The data component showing the most improvement was ELA Lowest 25%. Teachers worked hard at targeting their lowest 25%. The FAIR Assessment provided data that when combined with Achieve 3000 and supplemental workbooks helped to not only enhance the curriculum but also provide additional data to target learning gaps.

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

Reflecting on our Early Warning Signs the areas of concern are:

1. Attendance Below 90%
2. Students scoring Level 1 on Statewide Assessments

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

1. Increase Science Achievement
2. Increase Math Achievement
3. Improve Attendance Rates
4. Improve Students Arriving Late and Leaving Early
5. Increase Graduation Rate

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math****Area of Focus  
Description  
and Rationale:**

Our area of focus is Mathematics, specifically our math achievement, math learning gains, and lowest 25th percent.

Our Math Achievement score decreased 15 percentage points from a 70% in 2018 to a 55% in 2019.

Our Math Learning Gains score decreased 6 percentage points from a 64% in 2018 to a 58% in 2019.

Our Math Lowest 25 percentile score decreased 6 percentage points from a 60% in 2018 to a 54% in 2019.

**Measurable  
Outcome:**

Our goal is to increase our Math Achievement score by at least 10 percentage points reaching a 65%.

Our goal is to increase our Math Learning Gains score by at least 4 percentage points reaching a 62%.

Our goal is to increase our Math Lowest 25th Percentile score by at least 6 percentage points reaching a 60%.

**Person  
responsible  
for monitoring  
outcome:**

Jaime Torres (jtorres@imater.org)

**Evidence-  
based  
Strategy:**

Pearson Math XL and Florida Digital Coach are online programs used in both our Algebra and Geometry classes.

**Rationale for  
Evidence-  
based  
Strategy:**

Pearson Math XL and Florida Digital Coach are online programs that provide adaptive and individualized instruction. Immediate feedback is provided to the students. The programs offer an infinite number of questions that provide practice and assessments.

**Action Steps to Implement**

1. Classroom Walk-throughs
2. Lesson Plans
3. Tutoring Attendance Rosters
4. Baseline and Midyear Assessments
5. Pearson Math XL Data Reports

**Person  
Responsible**

Jaime Torres (jtorres@imater.org)

**#2. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	Our area of focus is Science, specifically our science achievement. Our Science Achievement score decrease 14 percentage points from a 49% in 2018 to a 35% in 2019.
<b>Measurable Outcome:</b>	Our goal is to increase our Science Achievement by at least 10 percentage points reaching a 45%.
<b>Person responsible for monitoring outcome:</b>	Monique Salazar (msalazar@imater.org)
<b>Evidence-based Strategy:</b>	Performance Matters offers teachers the availability to test students use a baseline and a midyear assessment in subjects like Biology and provides teachers the necessary information needed for success in upcoming state exams.
<b>Rationale for Evidence-based Strategy:</b>	Having the data provided by baseline and midyear assessments teachers are able to better understand students' strengths and weaknesses allowing them to adjust and reteach necessary information.

**Action Steps to Implement**

1. Classroom Walk-throughs
2. Lesson Plans
3. Tutoring Attendance Rosters
4. Baseline and Midyear Assessments
5. Edgenuity Data Reports

**Person Responsible** Monique Salazar (msalazar@imater.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team will meet monthly to review and address the remaining school-wide improvement priorities of: Attendance, Tardiness, and Graduation Rate.**

**Part IV: Positive Culture & Environment**



A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

iMater Preparatory Academy High School works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Parents are kept informed through our school's website, [www.imater.org](http://www.imater.org), our Facebook page, and our Instagram page. We also send messages using School Messenger (email, text, and phone messages).

Bilingual Parent Academies are also offered to inform and instruct parents on topic relevant to their child's education.

#### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$30,709.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7090 - Imater Preparatory Academy High School	Title, I Part A	1050.0	\$10,000.00
			<i>Notes: After School and Saturday Tutoring</i>			
		399-Other Technology-Related Purchased Services	7090 - Imater Preparatory Academy High School	Title, I Part A	1050.0	\$15,749.00
			<i>Notes: Pearson Math XL School Specialty (FL Coach Math Digital) Edgenuity</i>			
		510-Supplies	7090 - Imater Preparatory Academy High School	Title, I Part A	1050.0	\$4,960.00
			<i>Notes: Study Edge (Math Nation)</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$9,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7090 - Imater Preparatory Academy High School	Title, I Part A	1050.0	\$7,000.00

			<i>Notes: After school and Saturday Tutoring</i>			
		539-Technology-Related Periodicals	7090 - Imater Preparatory Academy High School	Title, I Part A	1050.0	\$2,175.00
			<i>Notes: Edgenuity Biology USA Test Prep Biology</i>			
Total:						\$39,884.00