Mater International Preparatory

2022-23 Schoolwide Improvement Plan

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Mater International Preparatory

795 NW 32ND ST, Miami, FL 33127

http://www.materacademyis.com/

Demographics

Principal: Giselle Bernal

Start Date for this Principal: 8/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-9
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 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	2021-22: A (63%) 2018-19: A (74%) 2017-18: A (64%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 6-9	Yes	84%

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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the District is: Meaningful achievement of academics facilitated by teachers, administrators, parents & the community enabling students to become confident, self-directed & responsible lifelong learners.

The mission of Mater International Preparatory is to provide an innovative, challenging, bilingual and multi-cultural curriculum, preparing students to have a global edge. We will strive to create a thirst for knowledge in all disciplines of the curriculum and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

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 International Preparatory is to provide a loving, caring, and supportive educational environment, where the whole child is developed and a philosophy of respect and high expectations is instilled for all students, parent, teachers, and staff

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Melian, Ileana	Principal	-Overall day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases -SACS/AdvancED -School Wellness Plans -School Improvement Plan (SIP) -Parent concerns -Building maintenance -Faculty meetings -Crisis management -Fire Alarm Contact -Annual School Accountability Report -Personnel Issues Evaluations/Supervision -IPGP -Approves of Days Off & all leave requests - Approves School Events and Field Trips -Approves school fundraising activities -Maintenance Approvals -Technology purchases and approvals -Title I Program requirements -Conflict Resolution -Discipline -EESAC -Student Retentions -Threat Assessment Team -FSSA Safety and Security -SESIR
Bernal, Giselle	Assistant Principal	-Principal's designee when the Principal is not present -Assist with School Improvement Plan (SIP) -Accreditations/SACS -Curriculum Support and Decisions -Parent Concerns -Discipline -Crisis Management -Reports Final Decisions and Approvals to Principal -Daily Evaluations/Supervision -Conflict Resolution -Assisting with Charter Tools -Title I and Title III support -Member of Threat Assessment Team
Ocampo, Stephanie		-Test Chair for 6-8 - Master Scheduling - Assist with School Improvement Plan

Name	Position Title	Job Duties and Responsibilities
Millo, Tamara	Instructional Coach	- ESOL Coordinator - Discipline - Curriculum planning and support - Walkthroughs - Scheduling
Rosales, Reina	Math Coach	-Attends Science and Math District Mtgs and reports back to Admin -Professional Development Liaison -STEM Liaison -Science Fair -Science STEM NIGHT -Teacher Mentoring/modeling instruction -Science Data -Science Coaching -Student Coaching -Maintain coaching logs

Demographic Information

Principal start date
Tuesday 8/30/2022, Giselle Bernal

Number of teachers with a 2022 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.*
9

Number of teachers with a 2022 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
9

Total number of students enrolled at the school
185

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	25	24	15	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	3	1	5	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	23	17	0	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	8	6	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	7	10	16	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	14	12	21	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	14	12	21	0	0	0	47

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	1	3	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	4	1	0	0	0	0	5

Date this data was collected or last updated

Tuesday 8/30/2022

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	66	77	80	0	0	0	0	223
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
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	9	6	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	35	17	23	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	25	41	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	43	44	42	0	0	0	0	129
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	25	41	0	0	0	0	96

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	41	37	0	0	0	0	0	78

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	7	10	4	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	66	77	80	0	0	0	0	223
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
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	9	6	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	35	17	23	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	25	41	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	43	44	42	0	0	0	0	129
Number of students with a substantial reading deficiency	0	0	0	0	0	0	30	25	41	0	0	0	0	96

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	41	37	0	0	0	0	0	78

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	7	10	4	0	0	0	0	21
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	62%	55%				75%	63%	61%
ELA Learning Gains	61%						69%	61%	59%
ELA Lowest 25th Percentile	55%						68%	57%	54%
Math Achievement	56%	51%	42%				75%	67%	62%
Math Learning Gains	70%						68%	63%	59%
Math Lowest 25th Percentile	61%						74%	56%	52%
Science Achievement	47%	60%	54%				67%	56%	56%
Social Studies Achievement	88%	68%	59%				79%	80%	78%

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	2022					
	2019	69%	58%	11%	54%	15%
Cohort Comparison						
07	2022					
	2019	80%	56%	24%	52%	28%
Cohort Comparison		-69%				
08	2022					
	2019	81%	60%	21%	56%	25%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	69%	58%	11%	55%	14%
Cohort Comparison						
07	2022					
	2019	78%	53%	25%	54%	24%
Cohort Comparison		-69%				
08	2022					
	2019	36%	40%	-4%	46%	-10%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	65%	43%	22%	48%	17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	73%	7%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	63%	17%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL	45	51	59	43	63	65	15	81			
HSP	59	60	57	55	69	60	44	87	65		
FRL	59	61	55	56	70	61	48	87	70		
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	56	56	47	38	25	23		72			
HSP	58	54	43	43	30	29	49	71	63		
FRL	58	55	41	42	29	31	44	70	59		
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	63	78	74	63	71	75	60	55			
HSP	76	68	65	74	68	72	68	78	93		
FRL	73	68	67	74	68	75	67	78	93		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
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	63
Total Points Earned for the Federal Index	631

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%

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%	0

English Language Learners	
Federal Index - English Language Learners	54
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	62
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

Multiracial Students	
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

One trend that emerges across grade levels are the learning gains in both mathematics and reading. The learning gains were 61% in reading and 70% in mathematics. Content areas such as social studies and science also improved.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in ELA learning gains among our lowest 25% with a overall score of 55%. Additionally, our math overall proficiency was the lowest with an overall score of 56%.

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

One contributing factor is the language barrier among the English Language Learners. New actions such as targeting our ELL students in small groups and providing them with strategies in order to improve in proficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement shown was among our seventh grade students in both reading and math. Math data increased from 40% to 69%. Science data also improved significantly from 8% to 23% proficiency in 8th grade.

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

The school hired a new science teacher that was experienced and knowledgeable in the science field. Additionally, a Science Bootcamp was provided to all students in order to prepare for the assessment. Tutoring in mathematics also helped target student needs and gaps.

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

In order to accelerate learning teachers will continue to use plan explicitly and implement strategies that target the needs of all their learners. Tutoring will also be provided in reading, math and science across grade levels.

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.

Professional development will be provided at both an in house and district level through the Doral Leadership Institute. Teachers will attend professional developments in best instructional practices and strategies for targeting English Language Learners.

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

Implementation of i-Ready will be monitored to ensure sustainability and improvement. Continuous data chats will also take place between teachers, students and administration to ensure that student needs are being met.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If core instruction aligned with B.E.S.T. standards is increased in all content areas, the student achievement will improve.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will increase overall proficiency in both reading and math by 1% on the FAST assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coaches and administration will meet with teachers on a quarterly basis to ensure that proficiency is being met on class assessments and progress monitoring tools.
Person responsible for monitoring outcome:	Tamara Millo (tmillo@materacademyis.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In order to close this gap this school year we will be providing students opportunities to utilize a process approach that will generate review and synthesis of content and will provide them the platform to organize and present information.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This year teachers will be using Reading comprehension strategies that will engage students in critical thinking and student based learning. This will allow students to have a greater understanding of the content specifically ELA.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administrators and teachers will be provided with professional development opportunities through workshops, PLC's, and lesson studies to acquire effective techniques to incorporate during all content area instruction.
2. Administrators will monitor ongoing data through bi-weeklies, interim assessments and i-Ready reports submitted by teachers.
3. Lesson plans will be checked on a weekly basis to ensure the core strategies are incorporated in Social Sciences and Science.
4. Writing across all content areas will be monitored by Instructional coach and Administration.

Person Responsible   Tamara Millo (tmillo@materacademyis.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our school is quite fortunate due to the fact that the families that live in our community give education precedence in their child's life as well as believe that it is paramount in their success. Not only are our parents very involved in school activities and volunteer a minimum of thirty hours per family, but they are willing and able to participate in any endeavor needed outside of the school in order to ensure their child's educational achievement. In order to support our parents' involvement within our school, they are informed and contribute to the development of our school mission and vision with their attendance in the school's EESAC meetings. At Mater Academy of International Studies we believe that children learn best when parents, teachers, staff, and students work together towards a common goal. We believe that parental involvement is key in order to achieve a student's maximum potential. Stakeholders collaborate to meet the mission and vision through the development of the School Improvement Plan (SIP). They are provided the school accountability report along with school wide data to help guide curriculum implementation and make data-driven decision for continuous academic growth. The SIP provides detailed goals and strategies to meet the expectations of student learning as correlated to the Florida Standards. Through the support of a strong EESAC Committee, the SIP is reviewed periodically and the opportunity for parental and stakeholder feedback contributes to the development of the SIP and its successful implementation. Students are also encouraged to take part in the decision-making process by participating on the school's EESAC committee, which enables ownership of their educational experiences. Stakeholders continuously work together using a continuous improvement model of collaboration in the pursuance of a high quality education.

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

We maintain open lines of communication with our parents through a continual process that includes automated phone messages via Connect Ed, email notifications, information on our website, Facebook and Instagram, through Remind and Google Classroom, as well as through flyers that are sent home. All communication is in both English and Spanish. Our school also finds various ways in which to bring our community together. School events such as Hispanic Heritage day, Reading Under the Stars, our yearly Book Fair, and our Hispanic Heritage celebration allow parents the opportunity to spend time with our school administrators, teachers, and staff.

Our monthly Tiger Pals meetings, which serve as a Parent Teacher Association, also allows for communication to be seamless between the school and each parent in each class. We strive to make our parents part of our team so that they become an integral part of the decision making process, as well as contributing ideas and voicing their opinions so that together we can meet the needs of our students.