School District of Osceola County, FL

Mater Academy At St Cloud

2020-21 Schoolwide Improvement Plan

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Mater Academy At St Cloud

1925 NORA TYSON RD, St. Cloud, FL 34771

www.materstcloud.com

Demographics

Principal: Alexandra Castillo

Start Date for this Principal: 9/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 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* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	73%

School Grades History

Year	2019-20	2018-19
Grade	C	C

School Board Approval

N/A

SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Mater Academy St. Cloud is to seek:
• Meaningful achievement of
• Academics facilitated by
• Teachers, administrators, parents and the community
• Enabling students to become confident, self-directed and
• Responsible life-long learners.

Provide the school's vision statement.

At Mater Academy St. Cloud our students SOAR to Success. Our students
Strive for success,
Own their choices,
Aspire to lead, and
Respect others.

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
Castillo, Alexandra	Principal	Ensure that systems are in place to increase student achievement. Ensure that staff, teachers, and parents work as a team ethically to benefit the students. Ensure the safety of all students, teachers, and staff. Ensure that emergency procedures are in place. Ensure that all stakeholders have a voice via parent group and School Advisory Committee. Ensure that students are receiving services and accommodations as per their Individual Education Plan and 504 plan. Support teachers and staff in providing professional development opportunities as well as using best practices and strategies to assist learning specific their exceptionality. Oversees English Language Learner achievement, ensures interventions are in place, supports teacher with ELL strategies.

Demographic Information

Principal start date
Wednesday 9/30/2020, Alexandra Castillo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	28	37	23	32	38	28	39	17	24	0	0	0	0	266
Attendance below 90 percent	2	14	0	8	6	2	1	0	0	0	0	0	0	33
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	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	5	8	3	5	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	2	9	4	6	0	0	0	0	23

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	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	1
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
Thursday 10/1/2020

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	31	23	23	35	23	28	19	26	0	0	0	0	0	208
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	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	

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	31	23	23	35	23	28	19	26	0	0	0	0	0	208
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	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
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	50%	56%	61%	0%	56%	57%
ELA Learning Gains	43%	57%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	54%	51%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	40%	52%	62%	0%	50%	58%
Math Learning Gains	61%	55%	59%	0%	55%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	52%	50%
Science Achievement	0%	49%	56%	0%	47%	53%
Social Studies Achievement	0%	75%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(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
03	2019	50%	51%	-1%	58%	-8%
	2018					
Cohort Comparison						
04	2019	38%	51%	-13%	58%	-20%
	2018					
Cohort Comparison		38%				
05	2019	40%	48%	-8%	56%	-16%
	2018					
Cohort Comparison		40%				
06	2019	47%	48%	-1%	54%	-7%
	2018					
Cohort Comparison		47%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	54%	-23%	62%	-31%
	2018					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	38%	53%	-15%	64%	-26%
	2018					
Cohort Comparison		38%				
05	2019	40%	48%	-8%	60%	-20%
	2018					
Cohort Comparison		40%				
06	2019	41%	45%	-4%	55%	-14%
	2018					
Cohort Comparison		41%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	45%	-45%	53%	-53%
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
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					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
ELL	30			10							
HSP	52	44		33	56						
WHT	40			40							
FRL	35	47		30	53						
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
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

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	194
Total Components for the Federal Index	4
Percent Tested	96%
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	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

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	46
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
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 grade 3 mathematics data was the lowest performing data as a school at 31%. Some of the contributing factors for this data was the fact that it was the schools first year of operation and the school was starting with little to no baseline data.

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

There was no prior year data to compare it to as that was the first year the school was in operation.

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 with the greatest gap from the state average was the mathematics scores. The school overall achievement level for mathematics was 40% while the state achievement level was 62%, this indicates 22% below the state average. A factor that contributed was that 5th grade was departmentalized and one teacher was responsible for the math scores. There was a high teacher turnover in that position that resulted in poor student connections and poor academic achievement.

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

There was no are that showed improvement because it was the first and only year that the school has taken state standardized assessments.

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

Two areas of concern in the EWS are the number of students whose attendance falls under 90% in first grade as well as the number of math level 1 students in 6th grade.

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

1. Increase student attendance
2. Increase PD on standards based explicit instruction- in turn improving Tier 1 instruction
3. Increase ELA performance
4. Increase Math performance
5. Data assessment & analysis of data on a monthly basis

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2018-2019 state assessment data and 2019-2020 school data, ELA proficiency was at 50% which is below the state average of 61%; the district average is 56%. The goal is to increase to 56% while focusing on ELL, ESE, Black, Hispanic and FRL subgroups.
Measurable Outcome:	The outcome for the 2020-2021 school year is to increase school ELA proficiency by 6% which will match the district average.
Person responsible for monitoring outcome:	Alexandra Castillo (acastillo@materstcloud.com)
Evidence-based Strategy:	Studies show that analysis of student assessment serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Consistent data analysis with multiple stakeholders will increase student achievement and drive teacher decision making.
Rationale for Evidence-based Strategy:	Based on research, there is a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. The use of common formative assessments, when well implement, can effectively double the speed of learning. (Marzano, 2003)

Action Steps to Implement

1. Instructional staff will differentiate instruction with varied, research based instructional strategies following analysis of assessment results to improve literacy proficiency of all students as evidenced by targeted, tiered interventions.
2. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.
4. Teachers will attain and break down achievement data with Leadership Team on a bi-weekly basis.

Person Responsible	Alexandra Castillo (acastillo@materstcloud.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the 2018-2029 school data, math proficiency was at 40% which is below the state average of 62%. The district average is 52%, however, the goal is to increase our school average to 52% while focusing on all ELL, ESE, Black, Hispanic and FRL subgroups.
Measurable Outcome:	The outcome for the 2020-2021 school year is to increase math proficiency by 12%.
Person responsible for monitoring outcome:	Alexandra Castillo (acastillo@materstcloud.com)
Evidence-based Strategy:	Studies show that analysis of student assessment serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Research also indicates that MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy:	Based on research, there is a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. The use of common formative assessments, when well implement, can effectively double the speed of learning. (Marzano, 2003)

Action Steps to Implement

1. All staff will be trained in High-Yield Instructional Strategies and Differentiated Instruction to improve student achievement.
2. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.
4. Teachers will attain and break down achievement data with Leadership Team on a bi-weekly basis.

Person Responsible	Alexandra Castillo (acastillo@materstcloud.com)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of the leadership team. Effective instructional leadership teams are powerful levers for making change in schools. The leadership team includes the principal, lead teach, teacher leaders and other school leaders and can provide a systematic way for schools to execute their important priorities.
Measurable Outcome:	Increase teacher leadership roles within the school leadership team by 10% (participation in 3 leadership strategic planning sessions per quarter)
Person responsible for monitoring outcome:	Alexandra Castillo (acastillo@materstcloud.com)
Evidence-based Strategy:	Increase teachers leadership roles within the school leadership roles can improve teacher motivation and confidence in their own abilities and have taught them to motivate, lead and encourage other adults leading to improved self- confidence, increased knowledge and an improved attitude to teaching.
Rationale for Evidence-based Strategy:	Great leaders understand that teachers know what their students- and what they themselves- need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they improve their school, leadership teams can ensure that everyone in the building is focused on the core business of the school- improving student achievement and learning outcomes.

Action Steps to Implement

1. The team will create 30-day improvement strategies that actualize annual goals.
2. Cultivate a mindset of focus, discipline, and accountability within every staff member and ensures that concrete actions are taken every day.
3. Select the team so it has a balance of visionaries and integrators. Both are equally valuable and necessary, especially with the leadership team.

Person Responsible	Alexandra Castillo (acastillo@materstcloud.com)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster social emotional learning are associated with positive outcomes, ranging from better test scores to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as being proactive and beginning with the end in mind. A positive school climate includes a safe environment, strong student, family and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	By May of 2021, 80% of the students will have set and tracked academic goals in relation to ELA performance.
Person responsible for monitoring outcome:	Alexandra Castillo (acastillo@materstcloud.com)
Evidence-based Strategy:	Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.
Rationale for Evidence-based Strategy:	Social emotional learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered,. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Teachers and staff will plan leadership activities that are engaging and relevant to students. Identifying and building on
students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through planning and reflection activities.
4. Teachers will encourage and facilitate student's shared decision-making through consensus/action planning.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities.
6. Teacher will integrate SEL strategies into their curriculum by incorporating the 7 habits, such as self management, thinking win-win. being proactive, beginning with the end in mind, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities that support students' SE development.
9.The leadership team will review monthly behavior data for subgroups and develop interventions where required.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

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

1. The school leadership team will work with the Parent as Liaisons (PALS) to put together rewards for students with perfect attendance on a quarterly basis. The leadership team will recognize classes who show improvement in their overall attendance throughout the year.
2. To address the schoolwide improvement priority of professional development on explicit standards based instruction, the leadership team will conduct regular PLC and follow the coaching model with both new and veteran teachers.

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.

Mater St. Cloud has an active parent support group called Parents As Liaisons (PALS). PALS meet monthly to discuss ways they can support the school and its climate/ culture. The PALS organization focuses on school events, teacher/ student appreciation activities, and fundraising. In addition, our school has an active SAC that also meets monthly. Our SAC meets to discuss annual evaluations of the SIP and the schools annual budget. Our SAC is represented by community members, teachers, parents and administrators.

As a school community we set our annual academic goal and came up with our school mission statement for the year of, "Time to Soar".

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.