

STRATEGIC PLAN

2020



MATER ACADEMY

ALMA MATER STUDIORUM

8003 NW 103rd Street, Hialeah Gardens, FL 33016 • (305) 458-0662

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Mater Mission and Vision

Mission:

Mater provides a safe learning environment where

Academics are facilitated by

Teachers, administrators, parents, and the community which

Enable students to become confident, self-directed learners in a technology rich college preparatory environment through

Rigor, Relevance and Relationships.

Vision:

Mater provides exemplary educational choices by offering an innovative college preparatory curriculum; empowering confident leaders of tomorrow.

***At Mater, students are not asked “If” they are going to college
They’re asked, “Where they are going to college?”***

History

Mater, which means Mother in Latin, derived its name and roots from Centro Mater, a charitable childcare organization founded in 1968 by Mother Margarita Miranda who was a member of the Society of the Sacred Heart in Cuba. Mother Miranda established Centro Mater in one of Miami's most impoverished neighborhoods in response to the desperate need for childcare among a growing population of Cuban exiles. By the early 1970's, Centro Mater had become a staple in the community and a haven for young children as their parents strived for financial independence in a foreign land.

Thirty years later, Mother Miranda's legacy would inspire the inception of Mater Academy, Inc., a non-profit educational organization operating tuition-free high-quality charter schools throughout South Florida. The first Mater school opened in 1998, just one year after the passing of charter school legislation in Florida. Its founder, Fernando Zulueta, who had volunteered at Centro Mater as a teen, recognized the growing need to bring high quality tuition-free education to families living in areas of poverty.

Over the years, Mater Academy would expand its reach to more underserved communities in Hialeah, Hialeah Gardens and Little Havana by opening additional elementary, middle and high school campuses. By 2010, Mater Academy had 14 schools serving more than 6,300 students in grades PreK-12 across Miami-Dade County. By 2015, just five years later, enrollment had more than doubled to 13,380 students throughout South and Central Florida.

In 2015, Mater Academy, Inc. also established its first charter school, Mater Academy Elementary, in the east part of the Las Vegas Valley in Clark County, Nevada. Mater then replicated its successful elementary program to add an additional K-8 campus as well as expanded to a middle school and high school. By 2020, the network had 4 replicated schools throughout Clark and Washoe Counties and establishing its western presence.

Today, Mater Academy serves over 18,000 students from all socio-economic backgrounds across 32 tuition-free, public charter schools (and one private virtual school) throughout Florida and Nevada. Mater Academy schools reinforce the Governing Board's deeply rooted belief that at MATER, every child can excel, and every child must have the opportunity to do so because every child "MATERs"!

Operational Beliefs:

1. All children have the inherent right to learn, grow and maximize their full potential without limitations.
2. The foundation of all student's knowledge stems from effective communication developed through literacy.
3. Pluralistic students are better equipped to face the challenges and opportunities of our global society.
4. Students must be exposed to a rigorous and relevant curriculum that is built on conceptual relationships to improve student achievement.
5. Schools must demonstrate a passionate commitment to high expectations leading to student success.
6. Schools must create a professional educational culture marked by shared purpose, collaboration, innovative spirit, and continual learning.
7. Schools must understand data and provide feedback to students, use the data to inform programmatic and instructional decisions, and support focused intervention efforts.
8. Mater stakeholders will commit to the pursuit of teaching methods that foster student engagement, critical thinking, self-efficacy, and content mastery.
9. Mater stakeholders will let compassion, conviction, and intense dedication to the mission of teaching and learning stand as the trademark of our work.
10. All Mater schools are communities of learners, inclusive of students, teachers, parents, teachers, and other community stakeholders, engaged in meaningful activities to contribute and enhance the community in which they live.
11. Mater schools provide a safe learning environment for all stakeholders.
12. Mater schools will cultivate the whole child through SEL (Social Emotional Learning) which promotes a growth mindset and leadership culture.
13. Mater schools implement STEM programs that enhance student learning and encourage students to pursue STEM careers in the future.

System Goals:

The Mater Academy School System has identified strategic imperatives under the broad headings – Innovate, Achieve, Engage, and Evolve to bring our vision and mission to fruition.

I. Innovate

Goal: To empower student use of innovative technology skills and tools that further enhance their learning and that will prepare them for their future.

Strategies:

1. Increase technological infrastructure to provide for real life technology use and application to increase global competitiveness of Mater students
2. Ensure all students have a device (to ensure equitable) technology implementation
3. Expand technology use
4. Implement the Classroom of the Future in all Mater schools
5. Identify instructional models for virtual learning
6. Increase the number of underrepresented students in the STEM field

Initiatives:

- Partner with Academica Virtual Education for increased curriculum offerings and credit recovery across Mater schools
- Implement e-book component within school libraries
- Offer increased lab experiences conducted virtually
- Ensure schools are linked to the electronic on-line library
- Ensure all schools have the technology infrastructure to support state testing
- Integrate virtual on-line communities
- Increase social media presence
- Use feedback from on-line stakeholder surveys to make improvements
- Equip schools with ability to implement remote live instruction
- Implement Digital learning platform
- Pursue STEM Certification for all Mater schools

Action Items

- Update website on an ongoing basis
- Ensure Internet accessibility
- Offer 1 to 1 devices for students
- Implement Classroom of the Future
- Implement Colegia platform
- Seek STEM Programming, such as PLTW
- Deliver Innovate 2020 PD

II. **Achieve**

Goal: To increase the academic achievement of all students to ensure college and career readiness.

Strategies:

1. Increase the academic achievement of students as evidenced by Mater's system-wide score reporting system
2. Provide time for Professional Learning Communities to disaggregate data and implement data-based decision-making
3. Inspire a culture of rigor and relevance
4. Increase the percentage of highly effective educators

Initiatives:

- Implement the CollegeBoard Springboard Curriculum for E/LA instruction
- Implement Response to Intervention/Instruction (RTI)
- Earn local, state, and/or national recognitions for quality instruction and student performance and achievement
- Increase parental participation in school system activities
- Increase Career Technical Education course offerings
- Facilitate teachers' certifications and endorsements (Gifted, Reading)

Action Items:

- Adopt use of ARIES
- Offer Mater Academy Curriculum PLC's
- Conduct FCPCS Observations
- Conduct Walkthroughs
- Identify & Deliver targeted & relevant PD
- Support Teacher endorsement(s) & certification(s) pursuits
- Offer PD on Google Classroom & implement platform offering
- Implement System-wide teacher mentoring program
- Implement System-wide Parent Academy

III. Engage

Goal: To increase student engagement through a variety of instructional programs where rigor, relevance and relationships are the core focus of student activity.

Strategies:

1. Annually review and update strategic plan
2. Engage students in character education through the implementation of Social Emotional Learning curriculum and/or activities (relationship)
3. Offer experiences that model real world application (relevance)
4. Ensure a safe learning environment for all stakeholders

Initiatives:

- Convene at least monthly (increase to minimum of bi-monthly if in virtual mode due to ongoing pandemic) Mater Principals Coalition to share best practices for student engagement
- Implement social-emotional curriculum
- Engage in system-wide continuous improvement efforts
- Offer professional development that promotes project based learning for all students
- Conduct Student Services Department meetings
- Address Florida Safe School requirements
- Ensure students utilize what they already know to acquire new knowledge, develop new skills, and expand understanding of the global world
- Ensure students develop multiple strategies, as necessary, to find solutions to real-life problem and realize goals
- Address conflict caused by diversity of opinions and realize solutions
- Demonstrate understanding of and take responsibility for global and environmental issues

Action Items

- Implement (at every school) an approved Social Emotional Curriculum such as, Leader in Me, Sanford Harmony, etc.
- Create and Deliver System-Wide Innovate PD
- Offer STEM programming such as PLTW, VEX IQ, Engineering or other Science and/or Math Academy & CTE options, etc.
- Seek Grant funds aimed to increase technology, e.g. Verizon
- Florida School, Safety Assessment Tool (FSSAT)
- Conduct Parent surveys
- Conduct Student surveys
- Conduct Teacher surveys
- Conduct Town Hall meetings
- Participate in Professional/Educational Conferences - (e.g. ASCD, NASSP, NSAEP, CollegeBoard, Learning Forward, Get Your Teach On, etc.)
- Facilitate PD focusing on diversity and equity (e.g. Ken Williams – *Unfold The Soul Series*, Mawi Asgedom–*Powerful Educator*, ADP Cultural Sensitivity Training)
- Participate in Fairchild Challenge
- Create Green Team
- Facilitate ongoing Counselor PD
- Disseminate Mental Health Bulletin
- Participate in Mindfulness in Education (Alaia)

IV. Evolve

Goal: Remain committed to the operational beliefs of Mater Academy and continuously reflect on our practices for continuous improvement.

Strategies:

1. Ensure and support educational equity amongst stakeholders
2. Identify and apply for grant opportunities
3. Encourage participation in Mater Academy foundation projects
4. Promote Social Media outreach
5. Address the needs of economically disadvantaged students
6. Engage in re-accreditation by Cognia every five years
7. Update strategic plan annually or as needed to address unanticipated challenges
8. Attract quality teachers and staff to support system-wide initiatives
9. Continuously analyze data to improve student instruction and increase school and organizational capacity and effectiveness
10. Update and expand facilities to meet demand and facilitate educational goals
11. Provide for responsible replication and growth as a quality organization

Initiatives:

- Implement System-wide continuous improvement efforts
- Apply for Verizon Innovative Learning Grant (VILS) for all Mater schools
- Apply to become a Schools of Hope provider
- Seek *U.S. Department of Education's: Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools*
- Update Mater Academy Inc. organizational chart to ensure schools receive support and benefit from oversight
- Participate in Mater Foundation activities at all levels of the organization
- Support the Mater social initiative where Mater students "give back" and pay it forward
- Pursue funding for all Mater schools to deliver remote live instruction and ensure not just equality but also equity for Mater students

- Seek to provide meals for families in need
- Seek to secure uniforms for students in need
- Address needs of those less fortunate in our community through fundraising
- Reflect and take action to improve, based on recommendations given through the accreditation process
- Monitor budget to ensure competitive compensation for teachers to attract quality educators
- Identify communities that would benefit from the Mater academic program and culture and determine feasibility of serving the community in need

Action Items

- Increase percentage of Highly Qualified teaching staff
- Pursue Verizon Innovative Learning School (VILS) Grant
- Submit Schools of Hope application and if chosen, follow-up to apply for Hope Charter Schools.
- Seek Elementary and Secondary School Emergency Relief (ESSER) Funding
- Use Social Media to invite community interaction and have presence in the community through Facebook/Instagram posts
- Participate in Fundraising activities for the benefit of Mater communities/families
- Offer Service clubs at schools to develop philanthropic spirit in children
- Conduct annual salary structure analysis to remain competitive and ensure ROI
- Pursue *U.S. Department of Education's: Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools* funding to allow Mater to grow responsibly and have adequate support to schools opening in underserved markets
- Provide Foundation scholarships to support equity and access for Mater students
- Increase "Mater Way" awareness amongst the Mater network and community
- Prepare growth plan and identify growth plan
- Increase Google marketing

Principles of Excellence

Students

- Students are at the core of our Mission and their success is our success.
- Students benefit from instruction that is based in research, inclusive of various learning styles and modalities as well as tailored to address specific learning needs, especially addressing students who have language barriers, academic learning gaps, and/or special needs or limitations.
- Students are assured of a safe, positive, and caring school environment that encourages growth and learning.
- Students enjoy opportunities for success across the curriculum through varied learning experiences and in different leadership opportunities.
- Students are afforded multiple opportunities to develop into life-long, intrinsically motivated learners.

Parents

- Parents are an integral part of each school's team and commit to be involved because their involvement is crucial to their child's success and the success of the school.
- Families are expected to engage as partners of the school through completing a minimum of 30 volunteer hours per year at each school as per their parent contract. Parents work to help improve the school by participating in various programs at each school site such as Parents as Liaisons (PAL), Educational Excellence School Advisory Council (EESAC) and Parent, Teacher, Student, Involvement (PTSI).

Teachers

- Teachers understand the value of differentiating instruction to meet the needs of all Mater Schools' learners. Teachers utilize instruction that is data-driven, standards and research based, as well as student-centered.
- Teachers view teaching as a meaningful and innovative process that has potential to instill a lifelong passion for learning and therefore they model that passion daily.
- Reinforcement and reflection methods are implemented by the teachers to assist students in making connections and develop higher order thinking skills by helping them analyze and synthesize data using depth of knowledge skills.
- Teachers encourage, plan, and guide students through hands-on, project-based, and multi-media learning experiences.

Administrators

- Administrators share the belief that their job entails guiding teachers and students towards shared goals that bring success and fulfillment to their students (and themselves).
- Administrators understand their role is to educate future leaders and that the needs

of parents require an open door policy that allows for meaningful exchange and dialogue.

- Administrators across all schools use an informal observation tool that assesses teacher behaviors that affect learner engagement and checks for fidelity of curriculum and program use and implementation. These informal observations help to plan professional development for staff, provide opportunities for staff to reflect on teaching and learning, and assure quality throughout each of the schools.
- Administrators across all schools use a formal observation tool that assesses teacher effectiveness as measured by learner engagement and in turn helps to guide teacher growth.
- Administrators understand the value of technology and work to provide appropriate and adequate technology that enhances teaching and learning.

Governing Board

- The Governing Board believes in creating quality assurance structures that support our expansion plans to continue to operate academically and financially successful charter schools.
- The Governing Board adheres to board policies that avoid conflicts of interest for board members.
- The Governing Board believes in requiring and monitoring that all schools adhere to local, state, and federal compliance laws.
- The Governing Board works with our educational support services vendor, Academica, to find the most qualified and accomplished school leaders.
- The Governing Board monitors our schools by requiring principals attend each board meeting and actively participate in MPC meetings.

Community Relationships

- Mater Academy, Inc. Schools engage in meaningful relationships with members of each school's community. Community members are encouraged to partner with the schools to support philanthropic causes so that students experience the school to world connection.
- Community members are invited to the schools for a variety of opportunities such as in-classroom discussion and lessons, career presentations, and mentoring.

Mater Academy Schools

Mater Schools in Miami Dade County

School Name	WL#	Opened	Grades	Address	Phone	Principal	School Website
Mater Academy	0100	1998	K-5	7700 NW 98th Street Hialeah Gardens, FL 33016	(305) 698-9900	Cecilia Guilarte	www.mater elementary.com
				8003 NW 103 Street Hialeah Gardens, FL 33016			
Mater Academy East Charter School	3100	2002	K-5	450 SW 4th Street Miami, FL 33130	(305) 324-4667	Betty Riera	www.mater east.com
Mater Academy East Middle School	6009	2005	6-9	998 SW 1st Street Miami, FL 33130	(305) 324-6963	Jenny Aguirre	www.mater east.org
Mater Academy East Charter High School	7037	2007	9-12				
Mater Academy of International Studies	1017	2008	K-5	795 NW 32nd Street Miami, FL 33127	(305) 634-0445	Ileana Melian	www.mater academyis.com
Mater International Preparatory	6047	2008	6-9				
Mater International Academy	3000	2015	K-5	3405 NW 27th Avenue Miami, 33142	(305) 638-8016	Olga Camarena	www.mater international academy.com

Mater Academy Charter Middle School	6012	2003	6-8	7901 NW 103rd Street Hialeah Gardens, FL 33016 & 8003 NW 103 Street Hialeah Gardens, FL 33016 (MS Only)	(305) 828-1886	Jose Tiger Nunez	www.matermiddlehigh.org
Mater Academy Charter High School	7160	2002	9-12				
Mater Performing Arts & Entertainment Academy	7014	2005	9-12				
Mater Gardens Academy	0312	2006	K-5	9010 NW 178th Lane Miami, FL 33018	(305) 512-9775	Pilar Perez Fernandez	www.matergardens.com
Mater Academy Lakes Middle School	6033	2006	6-8	17300 NW 87th Ave, Miami, FL 33015	(305) 698-8000	Rene Roviroza	www.materlakes.org
Mater Academy Lakes High School	7018	2006	9-12				
Mater Academy (Miami Beach)	5047	2010	K-9	8625 Byron Avenue Miami Beach, FL 33141	(305) 864-2889	Marisol Gomez	www.materbeach.com
Mater Grove Academy (Consolidated with Mater Brickell Prep 5046)	5045	2011	K-8	2805 SW 32nd Avenue Miami, FL 33133	(305) 442-4992	Sheila Caleo Gonzalez	www.matergroveacademy.com

Mater Academy at Mount Sinai	5054	2012	K-5	4300 Alton Road, Miami Beach, FL 33140	(305) 604-1453	Eileen Hernandez	www.matermountsinai.com
iMater Academy	5384	2013	K-5	600 West 20th Street Hialeah, FL 33010	(305) 884-6320	Elizabeth Poveda	http://www.imater elementary.org
iMater Academy Middle School	6014	2013	6-8	651 West 20th St. Hialeah, FL 33010	(305) 805-5722	Teresa Santalo	http://www.imater.org/
iMater Preparatory Academy High School	7090	2013	9-12				
Mater Academy Bay Elementary	4010	2016	K-5	22025 SW 87TH Ave. Cutler Bay, FL 33190	(305) 969-5989	Brenda Cruz	http://www.materacademybay.com
Mater Academy Bay Middle School	6032	2017	6-8				
Mater Academy Bay High School (f.k.a. Mater High South)	7120	2019	9-12				
Mater Preparatory Academy	3003	2019	K-5	601 NW 12th Ave. Miami, FL 33135	(954) 842-6777	Helga Chalas	www.materprepacademy.com
Mater Virtual Academy (Private)	Private	2012	K-12	C/O 6340 Sunset Drive, Miami FL 33143	(305) 669-2906	Trishia Castillo	www.matervirtualacademy.com
Mater Virtual Academy Charter Middle High School	6997	2013	6-12	C/O 17300 NW 87 Ave., Hialeah, FL 33015	(305) 669-2906	David Roviroso	http://www.matervirtual.com

Mater Academy Central Florida Schools

School Name	WL#	Open ed	Grades	Address	Phone	Principal	School Website
Mater Brighton Lakes Academy	0163	2015	K-8	3200 Pleasant Hill Road, Kissimmee, 34746	(407) 931-0325	Carmen Cangemi	www.materbrightonlakes.com
The Mater Academy Preparatory High School	0971	2019	9-12				
Mater Palms Academy	0185	2017	K-8	401 S. Poinciana Boulevard, Kissimmee, FL 34746	(407) 288-7998	Monica Cueto	www.materpalms.com
Mater Academy St. Cloud	0202	2018	K-8	1925 Nora Tyson Rd, St Cloud, FL 34771	407-325-0762	Alexandra Castillo	www.materstcloud.com

Mater Academy Nevada Schools

School Name	Opened	Grades	Address	Phone	Principal	School Website
Mater Academy of Nevada (Bonanza Campus)	2017	PK-8	4760 E. Bonanza Las Vegas, NV 89110	(702) 478.8318	Amy Gronna	www.materbonanza.org
Mater Academy of Nevada (Mountain Vista Site)	2014	PK-8	3445 Mountain Vista St Las Vegas, NV 89121	(702) 485-2400	Olivia Carbajal	www.matermountainvista.org
Mater Academy of Northern Nevada	2017	K-8	2680 E. Ninth Street Reno Nevada, 89512	(775) 457-8950	Gia Maraccini	www.maternorthernnevada.org
Mater Academy East Las Vegas	2020	K-12	3900 E. Bonanza Road Las Vegas, NV 89110	(702) 462-9361	Renee Fairless	www.matereastlv.org

SCHOOL ACCOUNTABILITY

Mater Academy 2018-2019 Data for Florida Schools

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains in the Upper 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains in the Upper 25%	Science Achievement	Science Learning Gains	Science Learning Gains in the Upper 25%	Grade 2019	Percentage of Economically Disadvantaged Students		
13	MIAMI-DADE	5384	MATER ACADEMY	67	62	55	65	62	51	55			60	A	99.1	95.9
13	MIAMI-DADE	0100	MATER ACADEMY	75	70	60	76	67	48	68			66	B	99.4	88.8
13	MIAMI-DADE	5054	MATER ACADEMY AT MOUNT SINAI	87	76	58	90	92	75	71			78	A	88.2	63.4
49	OSCEOLA	0202	MATER ACADEMY AT ST CLOUD	50	43		40	61					49	C	67.8	49
13	MIAMI-DADE	4010	MATER ACADEMY BAY ELEMENTARY	84	75	63	66	43	11	79			60	B	92.8	54.6
13	MIAMI-DADE	3100	MATER ACADEMY EAST CHARTER	81	61	53	89	80	74	67			72	A	98.8	86.7
13	MIAMI-DADE	1017	MATER ACADEMY OF INTERNATIONAL STUDIES	65	75	78	61	67	63	58			67	C	99.4	97.3
13	MIAMI-DADE	0312	MATER GARDENS ACADEMY	79	56	37	85	62	54	74			64	A	98.8	51.7
13	MIAMI-DADE	3000	MATER INTERNATIONAL ACADEMY	54	56		61	44					54	A	99.4	97.6
Mater Elementary Schools Average				71	64	50	70	64	24	67			63	A	93.7	76.1
13	MIAMI-DADE	6009	MATER EAST ACADEMY MIDDLE SCHOOL	84	63	58	82	54	59	62	97	43	602	A	99.3	91.9
13	MIAMI-DADE	6012	MATER ACADEMY CHARTER MIDDLE	68	60	48	73	63	58	53	84	86	593	A	98.2	85.6
13	MIAMI-DADE	6014	MATER ACADEMY MIDDLE SCHOOL	58	64	59	67	59	53	54	81	87	582	A	98.8	90.9
13	MIAMI-DADE	6032	MATER ACADEMY BAY MIDDLE SCHOOL	82	69	69	75	52	73	84	87	78	669	A	90.2	43.1
13	MIAMI-DADE	6033	MATER ACADEMY LAKES MIDDLE SCHOOL	73	66	58	79	68	52	58	81	60	595	A	97.8	75.7
13	MIAMI-DADE	6047	MATER INTERNATIONAL PREPARATORY	75	69	68	75	68	74	67	79	93	668	A	99.4	96.3
Mater K-8 Schools Average				71	66	60	74	62	62	63	82	81	621	A	96.9	78.3
49	OSCEOLA	0169	MATER BRIGHTON LAKES	52	59	59	52	55	45	50	74	65	513	B	91.9	86.9
49	OSCEOLA	0185	MATER PALMS ACADEMY	58	73	76	63	79	69	44	83	80	625	A	83.8	85.1
13	MIAMI-DADE	5047	MATER ACADEMY MIAMI BEACH	70	67	63	66	62	41	50	93	81	593	A	86.7	69.0
13	MIAMI-DADE	5045	MATER GROVE ACADEMY	71	64	48	70	60	50	55	81	70	569	A	95.6	42.2
13	MIAMI-DADE	5046	MATER BRICKELL PREPARATORY ACADEMY (Consolidated with #5045)	74	67	52	82	66	52	70	79	88	630	A	94.2	37.2
13	MIAMI-DADE	1017	MATER ACADEMY OF INTERNATIONAL STUDIES	65	75	78	61	67	63	58			467	A	99.4	97.3
Mater Middle Schools Average				65	68	63	66	65	53	55	82	77	566	A	91.9	69.6
13	MIAMI-DADE	7014	MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	81	64	51	60	31	15	57	87		639	A	99.1	79.7
13	MIAMI-DADE	7018	MATER ACADEMY LAKES HIGH SCHOOL	72	58	47	61	58	47	59	85		643	A	96.3	77.2
13	MIAMI-DADE	7037	MATER ACADEMY EAST CHARTER HIGH SCHOOL	58	58	62	57	58	50	63	56		656	A	99.0	93.5
13	MIAMI-DADE	7090	MATER PREPARATORY ACADEMY HIGH SCHOOL	64	63	57	55	58	54	35	75		627	A	98.6	86.8
13	MIAMI-DADE	7160	MATER ACADEMY CHARTER HIGH	68	56	40	54	42	34	53	77		606	B	98.9	83.6
Mater High Schools Average				69	60	51	57	49	40	53	76		634	A	98.4	84.2
State of Florida Average				56	51	42	51	48	45	68	73			B	61	60
49	Osceola County Public Schools Average			45	50	52	43	54	72	80	89	49	639	B	77.6	47
13	Miami-Dade County Public Schools Average			61	58	47	62	58	47	58	74	78	638	A	93	70

Information presented herein was obtained at: <https://www.flboe.org/accountability/assessments/k-12-student-assessment/results/2018-2019-grades4-8> & www.flboe.org/accountability/assessments/reporting/school-grades/

FLORIDA: Schools and districts in Florida are graded under “Florida’s Accountability Plan”. Schools receive a grade of A-F based on the results of statewide assessments, which measure proficiency in reading, mathematics, science and writing. In addition, high schools in the Florida system are measured by passing and participation rates on AP, IB, Cambridge and/or Dual Enrollment. High schools’ grade calculations, in addition to standardized test scores, also includes graduation rates and postsecondary readiness based on SAT/ACT scores. These additional factors are calculated using the states’ grading criteria and a grade for each school is issued.

NEVADA: Schools in Nevada are graded under Nevada’s School Performance Framework. Schools are evaluated collectively based on school grade levels and are awarded stars based on performance indicators, similar to Florida, but stars instead of letter grades. The indicators evaluate growth measures of achievement, status measures of achievement, reductions in achievement gaps, along with other indicators to arrive at a star rating.

Mater Academy 2018-2019 Data for Central Florida

School	School #	Grades Served	2019	2018	2017	% of minority students	% of Economically Disadvantaged Students
Mater Academy Mountain Vista Elementary	49432	K-5	4 star	3 Star	2 Star	91.2	1
Mater Academy Mountain Vista Middle School	49432	6-8	5 Star	4 star	3 Star	93.3	1
Mater Academy Bonanza Elementary	49433	K-5	3 Star	1 Star		92.8	1
Mater Academy Bonanza Middle School	49433	6-8	4 Star	3 Star		90.5	1
Mater Academy of Northern Nevada Elementary	44437	K-5	3 Star	1 Star		83	1
Mater Academy of Northern Nevada Middle School	44437	6-8	5 Star			89.4	1

GOVERNANCE AND LEADERSHIP

Mater Academy, Inc., a non-profit Florida corporation, is the legal entity that operates the schools as per the *Articles of Incorporation and Bylaws* of the organization. The governing board of directors (the “Governing Board”) has the responsibility for the activities and affairs of the corporation, including management of the Mater schools and continuing oversight of school operations. All corporate powers and functions are exercised by the Governing Board. The Governing Board is committed to the mission of the schools and is cognizant of its responsibility to effectively and properly manage public funds.

The Mater Academy, Inc. Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the schools including but not limited to academic direction, curriculum, and budgetary functions. The Mater Academy Inc. Chief Academic Officer serves as the liaison between the Governing Board and the school Principals. The Chief Academic Officer oversees all schools and ensures compliance of the schools with School Level Accreditation Standards. The Chief Academic Officer meets with the Mater Leadership Coalition once per month and conducts formal and informal visits throughout the year, as well as oversees ongoing quarterly progress monitoring of data. The Chief Academic Officer reports to the Governing Board the findings as well as delivers an annual report on the academic and financial progress of the schools.

The school Principals, hired by the board, are responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff report directly to the Principal, who shall report to the Governing Board.

The School's on site administration (Principal, Assistant Principal and/or Lead Teacher) ensures that the operations of each School (resources, courses, policies) are in accordance with the mission and vision of each School is in line with the adopted and approved Vision, Mission and Belief Statements of the Governing Board. The administrative staff, as instructional leaders, make all school-based decisions, establishing and implementing procedures for the day-to-day operations of each Mater School. The faculty and secretarial staff are responsible for carrying out these procedures in their daily activities and the School's on site administration (Principal, an Assistant Principal and/or Lead Teacher) ensures that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School and in line with the adopted and approved one issued by the Governing Board.

The Governing Board is the ultimate policy-making body for all Mater schools and has the responsibility for the affairs and management of Mater schools. The Governing Board provides continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

The Governing Board fulfills its responsibilities and obligations by performing the following duties, as well as any and all other duties specified in the pertinent State Statutes regarding Governing Boards of Charter Schools and any other duties specified therein the Schools' Bylaws:

- Oversees operational policies; academic accountability, and financial accountability.
- Annually adopts and maintains an operating budget.
- Exercises continuing oversight over charter school operations.
- Reports its progress annually to the respective sponsor, which forwards the reports to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensures that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Reviews and approves the audit report, including audit findings and recommendations.
- Monitors a financial recovery plan in order to ensure compliance (if applicable).
- Reports progress annually to authorizer or as may be required, including at least the following components (i.e. Charter School Annual Report – or as may be required in each market served):
 - Student achievement performance data.
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 - Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 - Descriptive information about each charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of- field.

The Mater Academy Governing Board contracts with Academica, Inc., an Education Services and Support Provider, to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval.

Governing Board Members

Cesar Christian Crousillat-Governing Board Chair (Elected to the Board 09.22.10 / Appointed as Board Chair 6.20.17)

Mr. Cesar Christian Crousillat has seventeen years of experience in real estate investment and development, as well as construction and asset management in the public and private sectors. For the past seven years, Mr. Crousillat has served as the Vice President of Rialto Developer Capital (RDC), a real estate investment company which acquires and manages non-performing debt and underperforming real estate. He has work experience in managed acquisition, development, construction and operation of residential and commercial real estate projects and land development throughout the United States and Puerto Rico. Mr. Crousillat earned an M.S. in International Real Estate in 2013; and a B.S. in Construction Management and Development in 2001, from Florida International University. He maintains numerous professional certifications and various professional licenses, as follows: Florida Certified General Contractor's License; Florida Certified Roofing Contractor's License; OSHA Certified; Certified AMMA Master Window Installer; Cross Connection Certification; Wind Mitigation Certification; and Estimating Building Construction Certification.

Shannine Sadesky, MS. Ed.-Vice Chair (Elected to the Board 9.26.03)

Ms. Sadesky is one of Florida's most experienced and accomplished Charter School educators and administrators. She was the founding principal of two charter schools in Palm Beach. After earning her bachelor's degree (cum laude) in Elementary Education from American University, Ms. Sadesky continued her graduate studies at Nova Southeastern University where she completed the certification program in Educational Leadership.

Ms. Sadesky has been recognized as a Member of Golden Key National Honor Society, a Broward Education Foundation Science Grant Recipient, and has received an Award from the Annenberg Challenge Grant Project Steering Committee for Outstanding Leadership. Ms. Sadesky is credited with participating in a competitive grant process sponsored by the Walton Family Foundation, which awarded over \$300,000 to Somerset's Miramar Campuses.

Idalia Suarez- Secretary (Elected to the Board 6.20.17)

Ms. Idalia Suarez is an accomplished educator with more than two decades of elementary education experience. She has served as the principal of multiple successful charter schools including Somerset Oaks Academy since August 2011, Somerset City Arts Conservatory since August 2008 and Somerset Academy Country Palms Middle since August 2009. During her nine years as principal, Ms. Suarez successfully implemented an arts program; a virtual education program; a blended learning program. Most recently in the 2016-17 school year, she earned a Bronze Designation from Miami-Dade County Public Schools for the implementation of a STEM Program at one of the K-8 Charter Schools where she serves as Principal. Ms. Suárez also shared her talents with struggling sister school principals, serving as a mentor and assisting the schools to raise their student performance and achievement record, through her efforts providing curriculum and program development and implementation support, compliance oversight and support, and professional development support for struggling teachers.

Prior to education administration, Ms. Suarez served her community as a teacher for ten years and as Science Department Chair for two years. In 2017, Ms. Suárez was elected to serve as a Governing Board Member of Mater Academy, Inc. and Mater Central Academy, Inc.

Maurene Sotero Balmaseda-Director (Elected to the Board 4.9.14)

Ms. Sotero is a Transportation Planner at HDR Engineering, Inc. Ms. Sotero aides in the preparation and data collection of environmental and planning documents that need to be approved by the federal government before construction. She also assists in data collection for local transit projects. Prior to this, Ms. Sotero attended Florida State University and received her Bachelor of Science in Environmental Studies and Geography as well as a Certificate in Urban and Regional Planning in 2011. Additionally, Ms. Sotero is a proud alumna of Mater Academy High School, having graduated in 2008.

Maria Beatriz Nuñez (“Betty” (Elected to the Board 8.20.20)

Maria Beatriz Nuñez is President and Broker for ACBM Group, a Real Estate Brokerage firm specializing in commercial real estate and property management. Prior to her work with ACBM Group, Mrs. Nunez enjoyed a 23-year tenure in education and leadership. She began her education career as a kindergarten teacher and quickly rose through all levels of administrative roles in her desire to increase her circle of influence. She transitioned to the innovative charter school movement, becoming an Assistant and Vice Principal with Mater Academy Middle/High School and then Pinecrest Academy K-8, growing and rounding her administrative education experience to span from K-12th grades. She most recently served as the founding Principal of Pinecrest Academy Charter Middle and Pinecrest Preparatory Academy Charter High Schools, both high performing schools which she opened and successfully led for eleven years. She volunteered as a Governing Board Member for Miami Children's Museum Charter School where she has served since 2009.

Mrs. Nuñez graduated from Barry University with a B.S. in Elementary Education and Early Childhood and an M.S. in Reading, and a few years later she earned a Specialist Degree in School Leadership from Nova Southeastern University. She also served as an External Review Team Member for AdvancED, graduated as a member of Leadership Florida's Education Class 4, among many other distinguished educator accolades. Mrs. Nuñez and her husband are active members of their local Miami community and are busy parents to three young children.

Mater Academy Inc. Staff:

Roberto C. Blanch, Esquire - President (Non-Voting) (Appointed as President 6.20.17)

Mr. Blanch serves as the President of Mater Academy, Inc., Mater Academy Central, Inc., and Mater Academy Foundation, Inc. In this capacity, he oversees the business, operations, and educational programming of the Mater schools and reports to the Board on all aspects of school operations. The President is not a member of the Board, has no vote on the Board, and is responsible for implementing the Mater Strategic Plan. Mr. Blanch is an attorney with the law firm of Siegfried, Rivera, Lerner, De La Torre & Sobel, P.A., in Coral Gables, Florida, where he concentrates his practice on Community Association Law. He is admitted to the Florida Bar and the U.S. District Court for both the Southern and Northern Districts of Florida. Mr. Blanch received his Bachelor of Science in Business Administration degree from the University of Florida in 1997 and his law degree from St. Thomas University in 2000. Mr. Blanch is a member of the Dade County Bar Association, the Cuban American Bar Association and the Community Association Network.

Judith C. Marty (Chief Academic Officer (Non-Voting)) – Appointed as CAO 06.20.17)

Judith Marty is the Chief Academic Officer for Mater Academy, Inc. She was the founder and principal of Mater Academy Middle/High and Performing Arts Schools, from 2002 to 2017. Through her leadership and efforts, this 99% minority school campus, which houses approximately 3400 students, has been named one of the top high schools in the Nation by *US News and World Report* and *Newsweek*. Additionally, Mater Academy was named a 2010 Breakthrough School by the National Association of Secondary School Principals and the MetLife Foundation. In 2011, Mater Academy was awarded the Inspiration Award by the College Board, among many other accolades.

Ms. Marty has devoted her entire professional life to serving students in pursuit of academic success. She has worked in elementary, middle, high school and college settings. During her career she has presented at State and National conferences and served as trainer for the Department of Education and the College Board. Her credentials include numerous leadership positions, such as President of the Florida Association of Financial Aid Administrators and member of the Board of Trustees of the National Association. In 2013, she was the recipient of the Champion School Leader Award presented by the Florida Consortium of Public Schools and in 2015 was the recipient of the Florida Tax Watch Principal Award and her school was named a Blue Ribbon school by the US Department of Education.

Ms. Marty continues to prove that all students, minority students included, can successfully perform at high academic levels given the opportunity and necessary support to do so. Through high expectations, she has significantly diminished the achievement gap of minority students. She created strong partnerships and developed strong bonds and mutually beneficially relationships with local Colleges and Universities.

Moreover, the Chief Education Officer will also support the School and provide quality assurance of the Mater program to ensure:

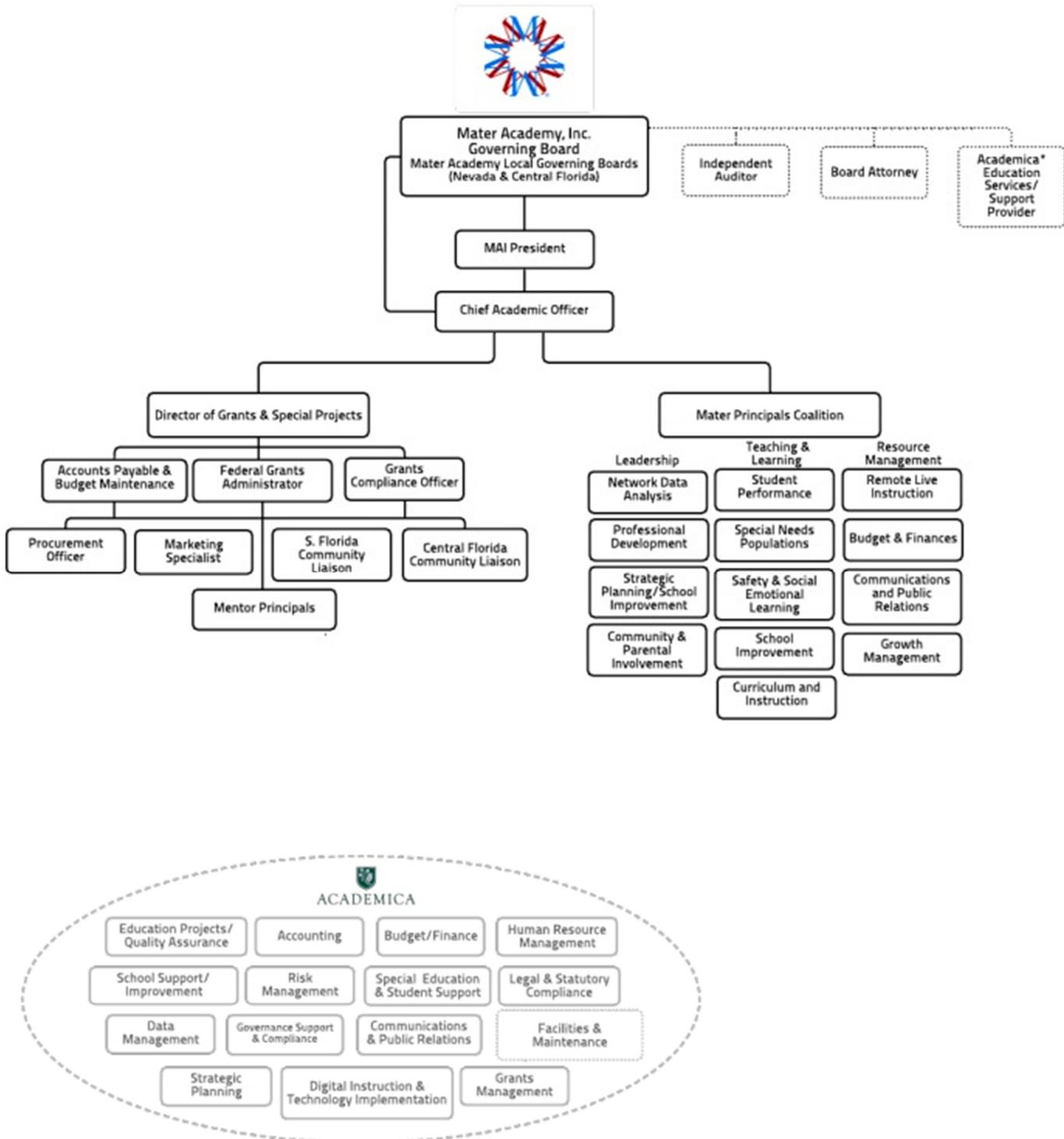
- fidelity of curriculum and Mater program is implemented at each Mater school;
- new or struggling Mater school leadership teams receive necessary support via mentoring & coaching services provided via teleconference, video conference, on-site visits, etc.;
- each Mater School engages in continuous improvement efforts, completes an annual SIP based on their individual school performance data & other measures deemed purposeful by the CAO and President for reporting to Board;
- each Mater school is able to demonstrate they meet all Cognia Standards for Quality schools;
- support is provided, as may be necessary if a school is deemed to be struggling;
- all Mater schools within the network have consistent participation in the Mater Principal's Coalition (PLC) wherein all Mater leaders serve as mentors to each other but especially to new administrators and wherein school leaders share ownership, accountability and responsibility to maintain the thriving, financially viable and academically high performing network of Mater schools, among other things. *The Mater Principal Coalition (MPC) is composed of School Principals, Assistant Principals and Administrators, effectively nurturing reciprocal relationships in order to implement the Mater Academy, Inc. vision and mission. The MPC meets monthly to share best practices, progress monitor data, design professional development activities, and cohesively align curriculum and instruction among all school sites. Each site Principal oversees an area of administration, assuring that each school site is in compliance with policies and procedures.*

In addition, Ms. Marty will also supervise Mater Academy Inc. staff, who represent and assist her with the academic direction, supervision and support of the existing Mater Schools as well those that come in the future. The following roles of the Mater organization, under Ms. Marty's supervision include the following:

- Director of Grant and Special Projects
- Compliance Administrator
- Grant Administrator
- Grants Procurement, Account Payable and Budget Officer
- Facilities Administrator
- Marketing Specialist
- Community Liaison
- Mentor Principals (assigned to support new school Mater schools leaders).

Under the Mater Academy Governing Board and through the President and Chief Academic Officer, the involvement of the aforementioned individuals in the “Mater system” (as well as those listed in the MAI organizational chart that follows), demonstrates great capacity and competence to support the effective operation of Mater schools through a commitment to continuous improvement efforts and the Corporation and school levels through the implementation of this Mater Strategic Plan.

Mater Academy, Inc Organizational Structure



CURRICULUM FRAMEWORK

At Mater Academy, Inc. schools, the curriculum framework will prepare students in grades PK-12, as applicable, to achieve their highest academic potential while acquiring the skills and the capability to become self-directed life-long learners with a global edge.

To that end, Mater schools will:

- provide relevance, and rigor through delivery of a college/career preparatory curriculum and environment,
- instill values that promote self-directed responsible learners/leaders, explore each student's individual talents in order to tap their interest, and target their educational needs by providing effective and purposeful experiences, and
- ignite a desire for continuous education that will continue beyond high school graduation.

All Mater Academy, Inc. schools provide a curriculum that fully addresses State and/or National Standards, as adopted, using research-based technology and project-based initiatives that encourage success for every student. Innovative instructional design provides opportunities for active and genuine involvement of students, families, and community partners in each school's implementation, creating a richer, more nurturing educational experience for all. Stakeholders collaborate to set clear and measurable expectations for student success while providing ample opportunities for students to have ownership of the learning process. As a result, Mater Academy, Inc. supports the implementation of quantitative and qualitative mechanisms to continuously monitor, assess, restructure and improve curriculum and instruction to achieve continuous student improvement.

At the elementary level, Mater Academy, Inc. schools support a solid academic foundation for students to have success at subsequent levels. Cognitive science research in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach as well as remediation when necessary. Instruction emphasizes developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners).

Mater Academy, Inc. schools are designed to foster a seamless transition to post-secondary education. Secondary school programs bridge middle to high school and high school to college gaps through a vertically aligned educational program designed by educators working in Professional Learning Communities (PLC). Program elements at the secondary level include SpringBoard for E/LA, a CollegeBoard curriculum, which provides an instructional loop that begins with the CollegeBoard Standards for college success to ensure all students are prepared for AP high school and college level courses - without remediation. This curriculum includes formative assessments and a continual professional development program for teachers.

The Middle-High setting affords middle school students the opportunity to complete high school courses, creating a pathway to completing college courses while in high school. Partnerships with colleges and universities, civic organizations, and community leaders provide its students with mentoring and employment opportunities. The curriculum model is designed around interest-based academies, centers within our existing curriculum that offer our students advanced technical and specialized courses. Academies capitalize on student interests and foster career and college readiness. These career related electives are sequentially clustered to provide the students with real world applications in their chosen field. Furthermore, students are afforded the opportunity to participate in a variety of career experiences including shadowing, mentoring, and/or internships with local businesses.

At its core, the instructional level lessons are designed to “push and pull” the students. That is, maximizing student potential, wherein students are pushed to pursue the most rigorous and challenging academic program they can handle. Students who are struggling and/or below-level will be identified; remediation courses as well as prescriptive classroom-based strategies will target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential and remediating individual deficiencies.

Students that are not performing on grade level are pulled out for remediation through an intensive tutoring program and taught using supportive learning strategies. These and other Mater “best practices” are established pillars of the Mater Academy, Inc. trademark, and derived from near two decades of experience with innovative board members, parents, and educators working together for a common purpose. Outlined below are Mater Academy, Inc. school's innovative, research-based best practices aimed at maintaining the network's culture and academic success:

Academic Rigor, Relevance, and Relationships- Mater Schools utilize Dr. Willard R. Daggett and the International Center for Leadership in Education's work and research as a foundation for the creation of their educational program. These tenets serve as the fundamental core of pedagogy and drive teaching and learning within Mater Academy, Inc. schools by preparing students to be global leaders. The Mater Academy, Inc. secondary schools offer high school courses for credits at middle school level (Math, Science, and World Languages) as approved/applicable. The holistic instructional framework:

- Implements data-driven and differentiated instruction methodology.
- Offers career and education planning courses (CTE courses).
- Provides group and individualized counseling and student data chats.
- Implements the “push and pull philosophy”.
- Offers opportunities for all students to advance, despite their entry level.
- Provide opportunities for advanced placement coursework and dual-enrollment with college level partners;
- Offers an educationally-nurturing environment by building student-teacher relationships and administrative availability and visibility.
- Delivers Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning.
- Offers a Home away from Home – a sense of “belonging”.
- Offers student-driven creative activities (e.g. dance, chess club, robotics, drama, photography, sports, art, Students against destructive decisions (SADD), Thespian Troupe, Chorus, to name a few of the activities offered at Mater schools).
- Offers student-driven Service clubs (e.g. SGA, Key Club, Safety Patrol, SECME, Junior Honor societies, etc. to name a few clubs offered at Mater schools) to encourage community engagement.
- Encourages parental partnerships.

Data-Driven Individualized Support for all Students – Mater Academy, Inc. schools implement strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk of falling behind. Faculty members at each school are trained to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. The Response to Intervention (RtI), Multi-Tier System of Supports (MTSS), and the leadership team composed of administrators, teachers, and specialists at the school, uses a

Problem-Solving RtI/MTSS Framework to meet the academic and behavioral needs of all students. The team provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance.

Supporting Students with special needs – The Mater model allows educationally disadvantaged students including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities are supported and challenged to excel within the general curriculum and be prepared for success in their post-secondary choices (college and/or careers). In order to accomplish this, all Mater Academy, Inc. Schools commits to providing instruction that incorporates, supports, and accommodates, including: 1) An Individualized Education Plan (IEP) for Special Education (following the individual Sponsor's guidelines) and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence based, individualized instruction and support services; 3) Instructional accommodations in materials or procedures - which do not change the standards, but allow students to learn within the framework of the Florida and Nevada Standards; 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which fosters student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP, EP, and/or ELL plan, schools offer tutoring services or other such assistance to ensure students remain successful.

Differentiated and Standards-Based Instruction- Educators are expected to tailor the curriculum, teaching environments, and practices to create diverse learning experiences based on student need and learning styles. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum. In addition, lesson plans reflect enriching activities for high performing students and remediation for lower performing students. A differentiated classroom includes:

- Direct Instruction: Classroom instruction, explicit and systematic, is based on the state standards when applicable. Frequent formative assessment data is reviewed to guide the instructional focus.
- Scaffolding: Teachers determine the learners' current individual and collective zone of proximal development (ZPD) and lessons are designed to provide a safety net for mastering the standards. Teachers are facilitators, leading guided practice that focuses on the skills needed to achieve proficiency. With keen observation and feedback, the teacher releases practice to the student, assuring learner autonomy in the process.
- Cooperative Learning: Teachers facilitate small group learning sessions to increase communication and team-building skills. These teams of students are divergently grouped according to ability, interest, background, etc. based on the objective.
- Inquiry-Based Learning: Lessons are designed to include instructional activities that focus on the skills needed to develop deep understanding of concept(s). Students engage in problem-solving inquiries in order to apply knowledge gained to solve real-life complex scenarios.

Target Tutoring –The School will use data driven instruction and remediation strategies to target each student's academic need through tailored instruction. In order to maximize remediation opportunities, tutoring sessions will be provided to small groups of students whose formative assessment data indicates similarities in their instructional needs. These sessions will target areas in need of improvement using research-based strategies designed to address such needs, respectively.

Horizontally and Vertically Aligned Instructional Teams: The Schools implement Professional Learning Communities (PLCS) by tailoring professional development opportunities to meet the needs of teachers. Teachers share and reflect on best practices, and also discuss new research findings, reviewing educational journals, implementing technology, and examining student work. In various schools, the master schedule is designed to accommodate common planning, both within grade levels and across subject areas.

Professional Development and Mentoring - To provide a seamless transition from one educational level to the next, Mater Academy, Inc. conducts (at minimum) the following professional activities each year: a) Best Practices workshops for lead administrators; (b) Annual professional development training sessions delivered by the CollegeBoard and other college partners; (c) Professional Development sessions for vertical alignment of curriculum; (d) Elementary/Middle and Middle/High school faculty meetings on-site at least once quarterly; Mater Academy, Inc. also supports new principals via mentorship and training during the initial planning and implementation of the schools (Years 1-2). The mentors will ensure the Mater Academy, Inc. model is implemented with fidelity, and support the Principals in all aspects of operation/administration.

Teachers Developing Instructional Strategies/Curriculum: Teachers play an integral role in the implementation of core curriculum and implementation of instructional strategies, maintaining - and exceeding -the highest expectations- in alignment with the State and/or National Standards. Curriculum development reflects how best to present a core body of knowledge, integrating technology, accommodating different learning styles, and helping teachers to individualize and improve the learning process. Teacher participation in curriculum development also serves to increase their personal investment in the pedagogical process.

Parental Collaboration - Parental and community involvement in school matters is a fundamental and required part of the philosophy and operation of every Mater Academy, Inc. school. Parent and community representation in the decision-making of the educational processes of each school is made possible through the Parent Teacher Student Association (PTSA) and/or Parents as Liaisons (PAL) and/or School Advisory Council (SAC) and other such committees. Through open lines of communication, faculty and staff encourage parental involvement through such endeavors as: Parental Service Contracts; serving on SAC; Quarterly Parent/Teacher Conferences; Open Houses, Career Fairs, Family Day events; School Website and Social Media, Monthly Newsletters, and Event Calendars. Volunteer opportunities to complete parent participation activities are available on an ongoing basis. Parental support services such as dual language parent workshops are offered on some Saturdays or in the evening(s). As early as eighth grade, students and parents participate in local college tours that include seminars on college costs, financial aid, entrance requirements, and the college application process. At Mater Academy, Inc. schools, the question is not if a child will be attending college, but where the child will be attending.

Community Partnerships - Teachers, students, parents, and the administration collaborate with the Board to identify potential community partners for service learning and other community based initiatives at the school. Mater Academy, Inc. schools provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.

Remote Live Instruction during Pandemic – Academica supported online learning for the schools within its network during the COVID-19 school closures. Despite school closures due to COVID-19, Mater schools kept their doors open - online. Well before closing, Academica assisted schools in surveying their families to ensure they had Internet service and devices. Families in need received devices and help with Internet service. Academica's digital learning branch, Academica Virtual Education, provided online classrooms for all teachers through a secure platform, Colegia. The online platform connected every child with their classroom teacher - live. Thousands of teachers were trained the weekend before the schools reopened in order to fully implement the online learning platform. Students learned together with their classmates as they would in the classroom.

STRATEGY FOR REPLICATION AND GROWTH

Mater Academy, Inc. will follow the current Replication and Growth plan, which has proven to be very successful among the schools over the past decade. The plan includes:

- **Determining Need**- Areas with low-performing public schools and a demand for improved educational programs are targeted.
- **Cultivating Relationships**- Positive relationships with local community and school districts in the areas with needs will be developed, as well as expanding in districts where Mater Academy, Inc. has already established a reputation of success with stakeholders.
- **Acquiring Financial and Human Resources** necessary to achieve the proposed performance goals.
 - Academic Stability
 - Developing a clearly articulated strategic plan for teaching and learning that is aligned to the proposed student performance goals
 - Providing administrative and operational start-up support through the existing network of Mater Principals and mentors.
 - Using data to understand and improve school effectiveness to successfully monitor and analyze changes in student performance throughout the school year.
 - Promoting and consistently maintaining parental involvement to encourage parents to be actively involved in their child's education.
 - Financial Sustainability
 - Conservative Budgets- Budgets will be kept conservative throughout Mater Academy, Inc. considering only state, federal and local funds per pupil, without factoring grants or other funding.
 - Collaboration- Resources are shared
- **Developing Professionals**- Preparing administrators, teachers, and staff with the necessary tools to achieve student achievement through the implementation of best practices.

In 2019, Mater Academy Inc. was the recipient of the Department of Education's: Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. The grant will assist Mater Academy in expanding and creating 38 additional charters throughout four states. As a recipient of the Department of Education Expansion Grant, Mater Academy was selected as a Schools of Hope Operator by the State of Florida. Schools of Hope promote the expansion of high-quality charter schools into federally designated Opportunity Zones or within 5-miles of an underperforming schools. The combination of these programs will accelerate the growth of our schools and bring educational opportunities to all students.

Please see Mater Academy, Inc. Growth Plan for an outline of Future Proposed School Openings and identifying their Locations.

FINANCIAL PLAN

Mater Academy, Inc. has designed a school budget for each school it plans to replicate which delineates ongoing expenses, including salaries, lease payments, equipment maintenance, and building repairs, among other things. All expenses for Mater schools will be covered in the basic charter school funding formula and are reflected in each school's operating budgets for the next five years.

Any additional grant funding allows the School to build a solid foundation and is not intended to supplant the income the School will receive from generated FTE funds. To that end, School's revenue forecasts are conservative and is based upon only anticipated FTE revenue, and will allow fiscally sound operation at the expiration of grant funding. Budgets include all expenditures necessary to operate the school, support an effective educational program, and address the needs of the students, staff, and administration. This responsible and realistic plan will ensure the School's financial viability and success.

FINANCIAL RESOURCES

The leadership at each Mater Academy, Inc. school creates and maintains a balanced budget that supports the vision, purpose, beliefs and values, educational programs, and action plans for improvement. Each school benefits from the support and scrutiny of several entities – including the governing board, sponsoring local school districts, Academica (who was selected by the governing board) – to provide guidance and resources to assist the schools with fiscal responsibility and accountability. Quarterly financials are reviewed annually by the sponsoring entity. The governing board contracts annually with an independent professional accounting firm to complete annual audited financials which are submitted to each school's sponsoring entity and to the state.

PHYSICAL RESOURCES

Each school, under its local sponsor, respectively, complies with all local, state, and applicable federal laws and regulations, responding annually to inspections on site, facilities, and equipment as a condition to remain open (fire, health and food service inspections, insurance, building codes). Additionally, local school district employees or Sponsoring entity personnel, visit the schools to ensure safety measures are in place according to all codes and requirements. Throughout the year, principals maintain the facility and plan for site improvements based on school needs (for example expansion, repairs, addition of safety equipment such as fences and security, and technology security entrance checks). The governing board approves all new additions and repairs in large monetary amounts. In addition, some of the questions on the Parent Climate Survey deal with safety, and the physical plant. The results of surveys are tabulated, analyzed and responded to by the charter school and governing board.

MATERIAL RESOURCES

Mater Academy, Inc.'s goal, along with the school leadership, is to provide intellectual and physical access to a variety of materials in different formats to all its students and addressing their individual learning styles. This includes textbooks, computers, and a library. Depending on the size of the student population, Mater Academy, Inc. schools have media specialists to provide trainings to staff and lessons to students. When this is not budgetary sound, teachers and/or parents' guide students in how to use the library and computer labs. All stakeholders are trained on acceptable uses of the internet and media center policies.

Professional Development

- Mater Academy, Inc. is committed to offering its teachers, administrators and governing board, quality professional development that nurtures their growth. This blueprint for professional development and administrative support leads to effective instructional practice, essential tenet for all Mater Academy, Inc. schools to achieve its mission of educating global leaders. The MPC also collaborate to determine systemwide PDs needed. Funding is allocated for board members to receive training in order to maintain current knowledge of the laws, regulations, and best practices in non-profit governance, charter schools, and education.
- Funds are also allocated for instructional and administrative staff to attend regional, state and national conferences in order to stay abreast of the latest trends and developments. Activities are designed to build the capacity of the network schools.

Operations

- Mater Academy, Inc. monitors the progress of all of its schools.
- Mater Academy, Inc. reviews and approves annual school budgets, updates and analyzes quarterly the National School Lunch Program (NSLP) oversight.
- Mater Academy, Inc. also investigates and reviews facilities enhancement, changes and retrofits.
- Mater Academy, Inc. offers financial support for developing schools and engages in a process of level auditing to assure accounting and tax compliance.

Network Access

- Mater Academy, Inc. principals from across the nation meet regularly to discuss effective practices.
- Mater Academy, Inc. provides funding for strategic deployment of instructional and administrative staff to assist and support other network schools including travel, meals, and lodging for teacher, administrator, and staff support.
- Administrators regularly attend scheduled "Mater Principal Coalition Chats" designed to discuss common challenges, concerns, and solutions
- Access to a diverse network of experienced Principals and Administrators nationwide sharing "Best Practices".

College Readiness and Academic Support

- Mater Academy, Inc. is committed to continuous improvement. All stakeholders collaborate and share uniform guidelines in order to improve student performance, sharing best practices in teaching and learning.
- Interpretation and dissemination of student achievement data is designed to inform all stakeholders of learner progress, and if need be, revise goals and strategies for improvement.
- By using the network resources, Mater Academy, Inc. assists in coordinating the implementation of the school's academic program.
- Mater Academy, Inc. supports signature college preparatory curriculum that seamlessly incorporates college and career readiness skills beginning in elementary through middle school and leading to its rigorous high school programs.

Strategic Planning

- The Governing Board meets regularly to develop short and long-term goals to assure the success of each charter and its financial continuity, including financial advice and planning.
- The MPC, led by the Chief Academic Officer works to determine corporate improvement efforts that ought to be addressed as part of the Strategic Plan. These initiatives are informed by systemwide data reflection and the collaboration of the principals, who inform the strategic plan. The President and CAO present the strategic plan to the governing board for them to approve the items they have deemed purposeful to implement so that resources can be allocated, and action plans instituted.
- Mater Academy, Inc. researches and reviews new facilities and assists in obtaining grants for developing schools.
- Mater Academy, Inc. supports the decision-making autonomy of each school-site.