



## Medical Academy For Science And Technology (M.A.S.T.) @ Homestead

1220 NW 1ST AVE, Homestead, FL 33030

<http://mastmedical.dadeschools.net>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

69%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

85%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       |         |

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>21</b> |
| Goals Summary   | 21        |
| Goals Detail  | 21        |
| Action Plan for Improvement   | 27        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>48</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>56</b> |
| Professional Development Opportunities  | 57        |
| Technical Assistance Items  | 61        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>62</b> |

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

MAST @ HOMESTEAD pledges to provide a medical health science high school academy recognized by its formation of students seeking careers in health care and science research through a challenging curriculum that exposes them to critical thinking, engineering, technology, mathematics, science, field studies, projects, competitions, and scientific research. Committed to forge individuals to become leaders in the medical field or scientific realm, dedicate to public service, social responsibility, and facilitate the health care needs to our ever changing global community.

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

MAST @ HOMESTEAD is dedicated to cultivate the next generation of health care professionals through Science, Technology, Engineering and Mathematics while increasing the commitment to community service.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The students, faculty and staff learn about student cultures and foster relationships through a variety of activities. The students, faculty and staff participate in several cultural collaborations including Hispanic Heritage Month, Black History Month and Oktoberfest. The students, faculty and staff are also educated on the importance of respecting diversity and embracing our differences. Additionally, the administration attempts to include and encourage students of different cultures to participate and represent their historic backgrounds. During Hispanic Heritage Month, Black History Month and Oktoberfest, students are provided with historical facts about diverse cultures through the school's TV News broadcasting channel. The students also utilize dance, crafts and cultural artifacts to impart ethnically diverse information. Furthermore, throughout the year, cultural awareness contests are held through the homeroom classes. In addition, at the classroom level, in English courses students bring in cultural artifacts and present to the teachers and their peers about their culture.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school embodies a family environment, "No Bully Zone" signs are posted throughout the school building and a Bullying Reporting Box is located in an open area. Students are told during student orientations to alert any faculty or staff member if they feel uncomfortable. Staff supervision is provided before and after school and in between classes, teachers are posted at their doors. There are also cameras located throughout the school which are regularly monitored by one of our security officers. Our security is visible in all aspects of the school day. A zero tolerance policy for all issues related to safety and respect violations is evident and communicated often to all stakeholders. The student services office visits classrooms and constantly encourages students to visit their office for any issues that need to be addressed by the administration. Faculty and staff are also involved in the process and ensure the safety and respect of all members of the school. A safety committee meets monthly to discuss any areas of concern and develop, as well as, implement solutions.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school provides all instructional staff members with a faculty handbook. This handbook is thoroughly reviewed as part of the opening of schools procedures. The faculty handbook provides teachers with procedural instructions for all behavioral incidents. It specifically includes sequential steps for classroom management, classroom discipline and classroom disruption incidents, which align with the school district's code of student conduct. In addition at the beginning of the school year, each teacher provides students with behavioral consequence procedures which are signed by the student and their parents. The school administration handles distractions quickly and efficiently in order to prevent any further issues. In addition, the school's Early Warning Systems (EWS) team will implement an attendance and behavior incentive program, recognizing the students with the best attendance and most improved attendance. The EWS team will identify the students requiring intervention and develop an individualized action plan. The school's EWS team will also facilitate and provide students with intervention and enrichment opportunities as determined by data.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Student Services department includes two school counselors. One counselor serves the 9th and 10th grade level students. The other counselor provides college advising assistance and serves the 11th and 12th grade level students. Both counselors coordinate individual, group, academic, crisis management services and facilitate parent-teacher conferences. In addition, the school district offers assistance and services for students whose needs may not be addressed by the school's Student Services department. The Student Services department reviews academic performance of students and provide remediation when needed.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (students who miss more than 10% of instructional time).
2. Students who in grade 9 miss any days in the first 20 days of schools.

Behavior:

1. One or more suspensions, whether in school or out of school (students who have referrals that lead to suspension).

Performance:

1. Course failure in English Language Arts or Mathematics.
2. A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.
3. Students who fail to progress to Grade 10 on time.
4. Students in high school with a grade point average less than 2.0.
5. Students in grade 9 who failed two or more courses in any subject.

**Provide the following data related to the school's early warning system**

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

| Indicator                           | Grade Level |    |    |    | Total |
|-------------------------------------|-------------|----|----|----|-------|
|                                     | 9           | 10 | 11 | 12 |       |
| Attendance below 90 percent         | 1           | 15 | 26 | 26 | 68    |
| One or more suspensions             | 3           | 0  | 0  | 0  | 3     |
| Course failure in ELA or Math       | 23          | 22 | 23 | 3  | 71    |
| Level 1 on statewide assessment     | 4           | 5  | 0  | 1  | 10    |
| 9th graders absent in first 20 days | 6           | 0  | 0  | 0  | 6     |
| Failed to progress to Grade 10      | 0           | 1  | 0  | 0  | 1     |
| Grade point average less than 2.0.  | 11          | 6  | 3  | 0  | 20    |
| 9th graders who failed two or more  | 9           | 0  | 0  | 0  | 9     |

**The number of students identified by the system as exhibiting two or more early warning indicators:**

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

To improve the academic performance of students identified, the school will implement the following strategies:

1. Weekly monitoring of academic progress in each class by the school's EWS team.
2. Bi-weekly meeting with the students and counselors to address the areas of concern.
3. Monthly parental contacts to address the on-going progress of students by the school's EWS team.
4. Students that demonstrate a continuous deficiency, will meet with the administration, parents, and counselors.
5. An action plan will be developed with each of the students' teachers.
6. Students will be referred to the Saber Learning Lab (after school remediation program).
7. Students will be placed on academic probation with the possibility of returning to their home school.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

A large number of MAST @ HOMESTEAD parents work during the evening and/or weekends. In order to facilitate and promote parental involvement for all of our parents, the school will:

1. Implement effective communication tools such as email, newsletters, calendars, informational flyers, Connect Ed phone messages, and the school's website.
2. Invite current and prospective parents to visit our Magnet Fair events to be held at school and

become familiar with current and updated opportunities available for their children (weekend events available).

3. The administrative team and instructional staff will be encouraged to attend meetings and join the school's Parent and Teacher Organization (PTO).
4. The PTO will have opportunities to communicate with new parents and share their goals for the school year.
5. Facilitate sign-in sheets during scheduled events and maintain a log of participating parents and best methods to communicate with parents.
6. Distribute and collect evaluation forms from activities and meetings and address areas of concerns.
7. Provide parents with opportunities to volunteer and assist with the enhancement of the school.
8. Survey parents and their needs and develop parental meetings around their interests.
9. Evaluate the success of parental involvement quarterly and focus on the strategies that have demonstrated success.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school aims to improve and enhance teaching and learning by sustaining partnerships with the community. The essential process in securing community partnerships include:

1. Provide annual community fairs to invite community members to visit the school and learn about our programs.
2. Offer student internships through local community businesses to allow students to gain valued work experience in the medical field. At the same time, students provide a service to community.
3. Facilitate dual enrollment opportunities through local college and universities partners to give students the opportunity to earn college credits on campus.
4. The school's leaders will continue their membership in the Homestead/South Dade Rotary Club which consists of local business leaders who partner to benefit the community and the school.
5. The school's leadership also collaborates with the Homestead/Florida City Chamber of Commerce and focus on developing fruitful partnerships.
6. MAST@Homestead has a strong partnership with Florida International University's (FIU) Office of Community Engagement which provides post-secondary collaboration opportunities. These networking partnerships allow the school to secure resources to foster school wide achievement. Through our partnership with Florida International University, our students have had the opportunity to observe nursing and doctoral students in labs and lectures as well as participating in summer research internship opportunities with professors of medicine and science.
7. With the cooperation of Baptist Hospital of Homestead, MAST@Homestead students have had opportunities to view live surgeries and procedures through video conferencing software.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

| Name             | Title               |
|------------------|---------------------|
| Noffo, Lisa      | Principal           |
| Hamdan, Sami     | Assistant Principal |
| Martinez, Nichol | Teacher, K-12       |
| Weinstein, Lynda | Teacher, K-12       |
| Venzal, Laura    | Guidance Counselor  |
| Garcia, Adalis   | Teacher, ESE        |
| Baugh, Dana      | Guidance Counselor  |

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The leadership team is responsible for the efficient and effective management of MAST @ HOMESTEAD. Instructional leadership roles include the following:

1. Lisa Noffo, Principal: Ensures implementation of school-wide curriculum initiatives, safety measures, facility enhancements and faculty and staff development. Leads the intervention and support of professional development based on needs assessments to increase the school's knowledge and integration of essential strategies that are vital to the success of students and faculty. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents activities the school will provide to effectively enhance student achievement.
2. Sami Hamdan, Assistant Principal: Participates in interpretation and analysis of data to develop data driven intervention programs and facilitates technical assistance for problem-solving activities. Provides necessary support to teachers and staff regarding the management and display of data. Ensures the development of curricula utilizes methods of identifying areas of student needs. Provides curriculum review and analysis and assists in developing pedagogy.
3. Nichol Martinez, Lead Teacher: Reviews and implements the magnet theme curriculum across all academies. Develops and offers recruitment opportunities for prospective students. Ensures retention of students is constantly reviewed and strategies are in place for student retention.
4. Lynda Weinstein, Activities Director: Ensure that students are effectively balancing extra-curricular activities and academic responsibilities. Provides the necessary support for students and parents to ensure effective high school transitions.
5. Laura Venzal and Dana Baugh, Academic Counselors: Provide the necessary academic support for students, parents, and faculty to ensure the success of all students.
6. Adalis Garcia, Exceptional Student Education (ESE) teacher: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using differentiated instruction to meet the individual needs of the students.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school leadership team utilizes and manages resources effectively. To ensure that all of the students needs are met, the leadership team:

1. Will meet weekly to review current implementations and plan enhancements when applicable.  
Leadership Team
2. Analyze data to drive instruction and make decisions on instructional implementation of

benchmarks through the development of intervention strategies with a focus on differentiated instruction. Leadership Team

3. Review progress monitoring data monthly to identify students meeting/exceeding benchmarks and enrich the curriculum if necessary. Leadership Team
4. Provide teachers with best practices and strategies to implement for students not meeting standards quarterly. Leadership Team
5. Identify professional development needs based on data to drive instruction. Sami Hamdan
6. Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits. Sami Hamdan and Lisa Noffo
7. Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students. Leadership Team
8. Facilitate the process of building consensus, increasing infrastructure, and making decisions about initiatives. Leadership Team
9. Student services will maintain and analyze a record of interviews and questionnaires regarding student post-secondary plans and share successful practices on a quarterly basis. Dana Baugh and Laura Venzal
10. Maintain a collaborative relationship with state and national colleges, universities and vocational programs. Leadership Team
11. Invite colleges, universities and professionals in the health care field to speak with the students. Laura Venzal
12. Provide a career fair where over 30 professionals in the health care field attended and speak to all students. Laura Venzal

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Lisa Noffo       | Principal                  |
| Adalis Garcia    | Teacher                    |
| Lynda Weinstein  | Teacher                    |
| Michael Gustin   | Teacher                    |
| Eida Delafuente  | Teacher                    |
| Lema Gilliard    | Teacher                    |
| Vicky Hernandez  | Education Support Employee |
| Marisel Yee      | Education Support Employee |
| Evans Loctar     | Parent                     |
| Jean Manners     | Parent                     |
| Jacqui Romney    | Parent                     |
| Arthur Gladney   | Parent                     |
| Shawna Gray-Faiq | Parent                     |
| Brian Gomez      | Student                    |
| Ana Aulet        | Student                    |
| Mary Foist       | Student                    |
| Elvis Maldonado  | Business/Community         |
| Samuel Accursio  | Business/Community         |
| Dale Machesic    | Business/Community         |
| Winston Lee      | Teacher                    |

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC will review and evaluate the previous year's school improvement plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

*Development of this school improvement plan*

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC will assist in the preparation, development, and evaluation of the school improvement plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

*Preparation of the school's annual budget and plan*

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The EESAC will assist the principal in the preparation of the school's annual

budget and expenditure plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the funds should be used for the implementation the school improvement plan. A portion of the funds are allotted for student learning incentives, with the remainder of the funds divided evenly amongst the departments for learning incentives. Language Arts incentives: \$437.00, Writing incentives: \$437.00, Mathematics incentives: \$437.00, Science incentives: \$437.00, CTE/STEM incentives: \$437.00, and Social Studies incentives: \$437.00.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name             | Title               |
|------------------|---------------------|
| Noffo, Lisa      | Principal           |
| Hamdan, Sami     | Assistant Principal |
| Delafuente, Eida | Teacher, K-12       |
| Oswald, Edward   | Teacher, K-12       |
| Carter, Loris    | Teacher, K-12       |
| Granberry, Cindy | Teacher, K-12       |
| Tamayo, Noris    | Teacher, K-12       |
| Gilliard, Lema   | Teacher, K-12       |
| Garcia, Adalis   | Teacher, ESE        |

**Duties**

**Describe how the LLT promotes literacy within the school**

A major initiative of the LLT is to build the school wide capacity in the area of literacy by establishing model classrooms, conferencing with teachers and administrators, providing professional development, reviewing progress-monitoring data at the grade and classroom level, and identifying students who are at moderate/high risk for not meeting grade level proficiency. The Literacy Leadership Team will analyze data collected from assessments as they are administered throughout the school year and provide guidance and interventions as necessary.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school's leadership team has integrated two professional learning communities (PLC) initiatives. One will include a grade level community and the second will be a content area community. Both PLC initiatives will provide teachers with opportunities to common planning, best practices, curriculum enhancements, data analysis, technology integration, differentiated instruction, and effective teaching strategies. The PLC meetings will take place bi-weekly.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. The leadership team will provide regular monthly meetings with early career teachers and teachers new to the school.
2. Mentor teachers assigned to early career teachers and "buddy" teachers to teachers new to the school as needed.
3. Regular professional learning activities focused on development and alignment of instructional activities.
4. The principal will solicit referrals from current teaching staff for potential new hires.
5. The principal will publish opening via the district's recruitment website.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are paired with veteran teachers within their own department in an effort to assist the rookie teacher with day to day support and successful career transition. Mentoring activities include but are not limited to school procedures, classroom management, gradebook support, best practices in instruction, curriculum enhancements, data analysis, pacing guide usage, technology integration, parental involvement, and differentiated instruction.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school district provides pacing guide documents that are aligned with the Florida standards and provide several resources, including dates of instruction, technology implementations, textbook correlations, software integration, hands-on learning opportunities, project-based learning opportunities, assessment samples, learning objectives, and essential content. The school's administration constantly reviews and ensures the utilization of the pacing guides and/or content coverage.

#### **Instructional Strategies**

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers will be provided with an overall school performance report and individual data binders. Included in the data binders is the teacher's student performance. Teachers will receive professional development to integrate differentiated instruction in their classroom based on the data provided. In addition, the leadership team will identify students in the lowest 25 percentile in need of remediation and conduct student data chats. The student data chats will focus on individualized student deficiencies based on state exam results. As a result of data chats, students will be grouped in small

cohorts to address deficiencies and teachers will provide differentiated instruction. Additionally, identified students will receive remediation via the Saber Learning Lab using the Edgenuity software program and small group intervention.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 16,000

The school has adopted a remediation and tutoring after school program that will be implemented via the Saber Learning Lab from 2:20 pm - 4:00 pm. The Saber Learning Lab will focus on the lowest 25 percentile in the areas of mathematics and literacy. In addition, small group intervention will be offered for all other content areas. The program will utilize Edgenuity software for remediation and interventions. The goal of content area instruction is to teach, re-teach, and reinforce the ideas, concepts, and principles of a specific subject. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective teaching strategies. Regular professional development activities are scheduled throughout the school year in order to keep the faculty and interventionist at the cutting edge of instruction.

#### ***Strategy Rationale***

The school leadership, via school data analysis, identified that the most deficient area was the progression of the lowest 25 percentile in both Literacy and Mathematics.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Hamdan, Sami, shamdan@dadeschools.net

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is collected throughout the school year. Students will be administered a district designed Fall interim and Winter Interim, as well as, the state assessments. In addition, the software utilized provides the administration with an individual and efficient data monitoring tool. This data is collected and analyzed in order to drive instruction and make adjustments to the learning lab. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

**Strategy: After School Program**

**Minutes added to school year: 1,620**

The school has implemented two year long Professional Development Communities (PLC). One PLC will meet via grade level and the other via content/departmental. A professional learning community (PLC) is an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (DuFour, 2010). For the 2014-2015 academic year, MAST@ HOMESTEAD will focus on the following topics:

**GRADE LEVEL**

9th grade - Academic/Technical Writing:

Evaluate student writing using a common rubric a minimum of once each quarter.

10th grade - Sophomore Retention:

Reduce 10th grade attrition by 10%.

11th grade - College Readiness:

100% of the class of 2016 will be registered for a college prep exam (ACT,SAT,PERT,etc.) and ensure that students in the class of 2016 meet with the CAP advisor two times a year during the 2014-2015 school year.

12th grade - Senior Portfolios:

Every Senior (class of 2015) will have a portfolio prepared by the end of November 2014 in conjunction with the College Board timeline.

**CONTENT / DEPARTMENTAL**

Medical Academies - Inquiry-Based Curriculum Development:

Implement inquiry-based strategies once every 2 week cycle in each academy class.

Literacy - SAT/ACT:

100% of the class of 2016 will be registered for a college prep exam (ACT,SAT,PERT,etc.) and increase the number of students registered for a practice college prep exam.

Mathematics/Science - Differentiated Instruction for lowest 25%:

Lowest 25% of students taking math/science EOCs will increase proficiency by 3 percentage points.

Social Studies/Electives - Reading/Writing/Research Rigor:

Achieve and maintain an average learning gain in the lowest 25% of students, which will represent an increase of 6 percentage points in the 2014-2015 school year.

**Strategy Rationale**

The school leadership, via school data analysis, identified that the most deficient area was the progression of the lowest 25 percentile in both Literacy and Mathematics. Additionally, the school's leadership and curriculum council identified a need to focus on academic/technical writing, sophomore retention, college readiness, senior portfolios, inquiry-based curricula, differentiated instruction, and research rigor.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Hamdan, Sami, shamdan@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected throughout the school year. Students will be administered a district designed Fall interim and Winter Interim, as well as, the state assessments. In addition, the software programs

utilized will provide the administration with an individual and efficient data monitoring tool. This data is collected and analyzed in order to drive instruction and make adjustments. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis. Also, after the PLC meetings have concluded, a 1-2 paragraph summary of the meeting and the PLC meeting agenda/minutes will be provided to the PD liaison and administration for success analysis.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Students participate in academy based mentor programs. The 9th grade level students are mentored by the 10th grade level students. The 10th grade level students are mentored by the 11th grade level students. The 11th grade level students are mentored by the 12th grade level students. In the winter, the Class of 2014 cohort will participate in a college forum for the current 12th grade level students to discuss strategies that will assist in making the transition between high school and college successful. In addition, grade level counselors will meet with students that require assistance via data analysis and will provide students with opportunities to schedule meetings to discuss transition strategies and challenges. In addition, the students will complete case studies, which combine students from all four academies to develop a solution for the problem listed on the case study. The student government will also work closely and share success strategies among different grade level officers to ensure success in the appropriate grade levels. The school's leadership will also host grade level assemblies throughout the year, which will focus on different topics to ensure the effective transition from one school level to the other.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Student services personnel will meet with students in order to advise them of course selections which align with the student's interest and post-secondary plans. The school is also in partnership with The Education Fund's Citi Post-Secondary Success Program, which provides resources and funds for the effective post-secondary transition of our students. We also have educational partnerships with Miami Dade College, Keiser College, and Florida International University.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

MAST@Homestead offers the following Career Academies:

Biomedical

Physical Therapy

Pharmaceutical Sciences

iMed

The academies offer a multitude of programs designed to meet the demands of any student interested in the medical industry. Students will work with state of the art equipment, school site working labs, direct clinical experiences, on site medical facilities, and high level math and science courses provide students with a well-rounded background to meet today's medical needs. The school also works with Homestead Hospital, Miami Dade College, and Florida International University to

allow students to view and experience hands on activities in the medical profession. Biotechnician Assistant industry certification will be available for the students enrolled in the Biomedical academy.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

MAST@Homestead offers the following Career Academies and appropriate courses. Students in the Physical Therapy, Pharmaceutical and iMed academies take the Anatomy and Physiology course during their 9th grade year. Throughout the remaining three years students take one sequential academy specific course. All students in the aforementioned academies conduct medical related research during their 12th grade year. Students in the Biomedical Academy take four academy courses based on the Project Lead the Way (PLTW) curriculum. The medical career theme is present in all academic subjects which helps promote student achievement. MAST@Homestead will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, MAST@Homestead will maintain a collaborative relationship with state and national colleges, universities and vocational programs. MAST@Homestead will facilitate students with current and accurate information through the post-graduation transition process. MAST @ Homestead has invited colleges, universities and professionals in the health care field to speak with the students. MAST @ Homestead also provides a career fair where over 30 professionals in the health care field attend and speak with all students.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

MAST@Homestead's first graduating class was comprised of the Class of 2014. Therefore our High School Feedback data is limited. Based on the available data, below are some strategies that will be implemented, in addition to the rigorous and challenging instruction every student will receive:

1. Students enrolled in 11th grade will participate in a Junior College Readiness Project, which will include the search for prospective colleges and universities, writing an entrance essay, gathering transcripts, and ensuring the student meets the college entrance requirements.
2. MAST@HOMESTEAD will also have an SAT and ACT participation initiative to ensure that all students register and participate in one or both SAT and ACT exams.
3. Students will have the opportunity to register for Advanced Placement courses and Dual Enrollment courses, which will provide college credits and exposure to the rigor of coursework in college and university.
4. Students that perform poorly in state exam will be administered the PERT. Any student that does not pass the PERT will be enrolled in a college readiness class.
5. All 10th grade students will be administered the PSAT and the exam data will be analyzed to provide remediation in the necessary areas.
6. The school will provide students the opportunity to participate in the College Cube Club, an extra-curricular club responsible for reviewing and sharing college admission requirements, SAT and ACT reviews, and college visitation schedules.
7. MAST@HOMESTEAD and The Education Fund will partner to integrate the Citi Post Secondary Success Program (CPSP). The CPSP is a college readiness grant that will provide students with several opportunities to participate in activities dedicated to the effective transition to college, including asset map workshops, college clubs, college fairs and events, parent outreach, higher education and community partner engagement, college campus tours, FAFSA marathons and financial aid assistance and data collection and evaluations.
11. In the winter, the Class of 2014 cohort will participate in a college forum for the current 12th grade level students to discuss strategies that will assist in making the transition between high school and college successful.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention.
- G3.** To ensure students are college and career ready by enhancing Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives and programs.
- G4.** To increase student achievement by improving parental and community involvement in all school aspects and activities.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G049013

**Targets Supported 1b**

| Indicator                                      | Annual Target |
|--|---------------|
| AMO Math - All Students                        | 63.0          |
| FSA - Mathematics - Proficiency Rate           | 88.0          |
| Math Gains                                     | 70.0          |
| Math Lowest 25% Gains                          | 57.0          |
| Algebra I EOC Pass Rate                        | 40.0          |
| Geometry EOC Pass Rate                         | 86.0          |
| AMO Math - African American                    | 90.0          |
| AMO Reading - All Students                     | 73.0          |
| FSA - English Language Arts - Proficiency Rate | 94.0          |
| ELA/Reading Gains                              | 77.0          |
| ELA/Reading Lowest 25% Gains                   | 72.0          |
| CELLA Listening/Speaking Proficiency           | 100.0         |
| Bio I EOC Pass                                 | 95.0          |
| 4-Year Grad Rate (Standard Diploma)            | 95.0          |
| College Readiness Reading                      | 73.0          |
| College Readiness Mathematics                  | 48.0          |

**Resources Available to Support the Goal 2**

- School-wide data chat initiative
- Saber Learning Lab
- school-wide technology
- Professional development
- Professional Learning Communities (PLC),
- Software programs
- Highly qualified teachers

**Targeted Barriers to Achieving the Goal 3**

- An identified barrier at MAST @ HOMESTEAD is the performance of the lowest 25 percentile on state assessments.

**Plan to Monitor Progress Toward G1. 8**

The administration and leadership team will focus on gathering, reviewing, and analyzing standards-based data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation on instruction and provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Data disaggregation, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.

**G2.** To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention. 1a

G049026

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| Attendance Below 90%    | 10.0          |
| One or More Suspensions | 1.0           |
| Level 1 - All Grades    | 1.0           |

**Resources Available to Support the Goal** 2

- Department chairs
- School-wide data chats
- Saber Learning Lab
- School-wide technology
- Professional development
- Professional Learning Communities (PLC)
- Software programs
- Highly qualified teachers

**Targeted Barriers to Achieving the Goal** 3

- An identified barrier at MAST @ HOMESTEAD is the limitation of personnel dedicated to the identification and remediation of students demonstrating the Early Warning Systems (EWS) indicators.

**Plan to Monitor Progress Toward G2.** 8

The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

**Evidence of Completion**

Data disaggregation, daily attendance and behavior reports, student case management system, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.

**G3.** To ensure students are college and career ready by enhancing Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives and programs. 1a

G049027

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

- STEM Expo, Mobile STEM Labs, M-DCPS/FIU Partnerships, Miami Dade College, Ten80 Student Racing Challenge, FPL/M-DCPS Photovoltaic Partnership, Community STEM Events, SECME, South Florida Regional Science & Engineering Fair, The Fairchild Challenge, Dream in Green: Green Schools Challenge, MU ALPHA THETA Honor Society, MATH COUNTS, Miami-Dade County Youth Fair CTE Contests, CTE Programs Aligned to STEM Career Cluster, Career & Technical Student Organizations (CTSO), Industry Certification, Project Lead the Way (PLTW) Schools, STEM TECH Olympiad, and Females in STEM Careers.

**Targeted Barriers to Achieving the Goal** 3

- An identified barrier at MAST @ HOMESTEAD is the involvement of students with internships and field studies.

**Plan to Monitor Progress Toward G3.** 8

The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Data disaggregation, internship and/or field studies observations forms, school and sponsor surveys, student surveys and results, Industry Certification participation and success rate, pre-Industry Certification success rate, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.

**G4.** To increase student achievement by improving parental and community involvement in all school aspects and activities. 1a

G049028

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

- Magnet fairs, open house, parent nights, email, newsletters, calendars, informational flyers, Connect Ed phone messages, and the school's website.

**Targeted Barriers to Achieving the Goal** 3

- An identified barrier at MAST @ HOMESTEAD is that a large number of our parents work during the evening and/or weekends and/or do not have access to the internet.

**Plan to Monitor Progress Toward G4.** 8

The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Parent evaluation forms and interest surveys, the results of the evaluation forms and interest surveys, as well as, the analysis of the results, parent involvement percentages, data disaggregation, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G049013

**G1.B1** An identified barrier at MAST @ HOMESTEAD is the performance of the lowest 25 percentile on state assessments. **2**

 B122434

**G1.B1.S1** Intervention and Enrichment Opportunities **4**

 S134354

### Strategy Rationale

Provide students with intervention and enrichment opportunities as determined by data.

### Action Step 1 **5**

Identify students in the lowest 25 percentile in need of remediation and conduct student data chats. The student data chats will focus on individualized student deficiencies based on state exam results. As a result of data chats, students will be grouped in small cohorts to address deficiencies and teachers will provide differentiated instruction.

### Person Responsible

Lisa Noffo

### Schedule

Quarterly, from 8/18/2014 to 10/3/2014

### Evidence of Completion

Small group rosters with an area of focus, classroom environment, and student data chat forms.

### Action Step 2 5

Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

On 10/9/2014

#### ***Evidence of Completion***

Saber Learning Lab is operational and students have been appropriately identified.

### Action Step 3 5

Differentiated instruction will continue to be provided to identified students via small group cohorts. Additionally, identified students will receive remediation via the Saber Learning Lab using the Edgenuity software program and small group intervention.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Daily, from 10/3/2014 to 11/26/2014

#### ***Evidence of Completion***

Small group rosters with an area of focus, classroom environment, Saber Learning Lab progress monitoring, and student data.

#### Action Step 4 5

Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

##### **Person Responsible**

Lisa Noffo

##### **Schedule**

Biweekly, from 11/4/2014 to 11/26/2014

##### **Evidence of Completion**

Saber Learning Lab progress monitoring, and student data, including academic progress.

#### Action Step 5 5

To ensure the success of the data-driven differentiated instruction initiative and the Saber Learning Lab remediation program, the administration will consistently review all available data access points and student feedback, including academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics.

##### **Person Responsible**

Lisa Noffo

##### **Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

##### **Evidence of Completion**

Saber Learning Lab progress monitoring, and student data, including academic progress, classroom walkthroughs, PLC planning sheets and summaries.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Small group rosters with an area of focus, classroom environment, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab progress monitoring (completion), classroom walkthroughs, PLC planning sheets and summaries.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Student data chat forms, Saber Learning Lab progress monitoring (proficiency), student data (including academic progress, interim assessments, and teacher-made assessments), teacher and student feedback, and student work.

**G2.** To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention. 1

G049026

**G2.B2** An identified barrier at MAST @ HOMESTEAD is the limitation of personnel dedicated to the identification and remediation of students demonstrating the Early Warning Systems (EWS) indicators. 2

B125680

**G2.B2.S1** Attendance Incentives and Interventions 4

S137566

### Strategy Rationale

The school's EWS team will implement an attendance incentive program, recognizing the students with the best attendance and most improved attendance. Additionally, the EWS team will identify the students requiring intervention and develop an individualized action plan.

### Action Step 1 5

Conduct a professional development activity to introduce the attendance incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the attendance incentives and interventions program, as well as, the student benefits.

#### Person Responsible

Lisa Noffo

#### Schedule

On 10/17/2014

#### Evidence of Completion

Professional Development agenda, minutes and participant rosters.

**Action Step 2** 5

Identify the students who have earned 100 percent attendance and provide incentives in the form of school wide recognition, awards assembly, prize presentation, and/or region level recognition. Identify students with attendance below 90 percent and implement tiered interventions. The interventions will include:

1. Weekly monitoring of academic and attendance progress in each class by the EWS team.
2. Bi-weekly meeting with the students and counselors to address the areas of concern.
3. Monthly parental contacts to address the on-going progress of students by the school's EWS team.
4. Students that demonstrate an improvement will receive incentives as listed above.
5. Students that demonstrate a continuous deficiency, will meet with the administration, parents, and counselors.
6. An individualized action plan will be developed with each of the students' teachers and parents.
7. Students will be referred to the Saber Learning Lab (after school remediation program).
8. Students will be placed on academic probation with the possibility of returning to their home school.

**Person Responsible**

Lisa Noffo

**Schedule**

Weekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, and academic probation lists.

### Action Step 3 5

To ensure the success of the attendance incentive and intervention program, the administration will consistently review all available data access points and student feedback, including attendance data reports, academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics. A leadership team data desegregation meeting will be conducted with EWS team and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 10/27/2014 to 11/26/2014

#### **Evidence of Completion**

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, Saber Learning Lab progress monitoring, student data, including attendance data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC planning sheets and summaries.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

#### **Evidence of Completion**

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, and PLC planning sheets and summaries.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

### **Evidence of Completion**

Saber Learning Lab progress monitoring, student data, including attendance data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, and Edgenuity software progress data.

## G2.B2.S2 Behavior Incentives and Interventions 4

 S137567

### **Strategy Rationale**

The school's EWS team will implement a behavior incentive program, recognizing the students with the best behavior and most improved behavior. Additionally, the EWS team will identify the students requiring intervention and develop an individualized action plan.

## Action Step 1 5

Conduct a professional development activity to introduce the behavior incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the behavior incentives and interventions program, as well as, the student benefits.

### **Person Responsible**

Lisa Noffo

### **Schedule**

On 10/17/2014

### **Evidence of Completion**

Professional Development agenda, minutes and participant rosters.

**Action Step 2** 5

Identify the students who have perfect conduct grades and no negative behavior history and provide incentives in the form of school wide recognition, awards assembly, prize presentation, and/or region level recognition. Identify students with one or more suspensions and implement tiered interventions. The interventions will include:

1. Weekly monitoring of academic and behavior progress in each class by the EWS team.
2. Bi-weekly meeting with the students and counselors to address the areas of concern.
3. Monthly parental contacts to address the on-going progress of students by the school's EWS team.
4. Students that demonstrate an improvement will receive incentives as listed above.
5. Students that demonstrate a continuous deficiency, will meet with the administration, parents, and counselors.
6. An individualized action plan will be developed with each of the students' teachers and parents.
7. Students will be referred to the Saber Learning Lab (after school remediation program).
8. Students will be placed on academic probation with the possibility of returning to their home school.

**Person Responsible**

Lisa Noffo

**Schedule**

Weekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, and academic probation lists.

### Action Step 3 5

To ensure the success of the behavior incentive and intervention program, the administration will consistently review all available data access points and student feedback, including behavior data reports, academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics. A leadership team data desegregation meeting will be conducted with EWS team and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 10/27/2014 to 11/26/2014

#### ***Evidence of Completion***

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, Saber Learning Lab progress monitoring, student data, including behavior data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC planning sheets and summaries.

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

#### ***Evidence of Completion***

School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, and PLC planning sheets and summaries.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

### **Evidence of Completion**

Saber Learning Lab progress monitoring, student data, including behavior data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, and Edgenuity software progress data.

## G2.B2.S3 Intervention and Enrichment Opportunities 4

 S137568

### **Strategy Rationale**

The school's EWS team will facilitate and provide students with intervention and enrichment opportunities as determined by data.

## Action Step 1 5

Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process (students with a level 1 or equivalent score on statewide assessment in ELA or mathematics). In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.

### **Person Responsible**

Lisa Noffo

### **Schedule**

On 10/9/2014

### **Evidence of Completion**

Saber Learning Lab is operational and students have been appropriately identified.

### Action Step 2 5

The identified students will receive remediation via the Saber Learning Lab using the Edgenuity software program and small group intervention.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Daily, from 10/3/2014 to 11/26/2014

#### ***Evidence of Completion***

Small group rosters with an area of focus, Saber Learning Lab progress monitoring, and student data.

### Action Step 3 5

Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 11/4/2014 to 11/26/2014

#### ***Evidence of Completion***

Saber Learning Lab progress monitoring, and student data, including academic progress.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3 6**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Small group rosters with an area of focus, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab progress monitoring (completion), classroom walkthroughs, PLC planning sheets and summaries.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

***Evidence of Completion***

Saber Learning Lab progress monitoring (proficiency), student data (including academic progress, interim assessments, and teacher-made assessments), teacher and student feedback, and student work.

**G3.** To ensure students are college and career ready by enhancing Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives and programs. 1

G049027

**G3.B2** An identified barrier at MAST @ HOMESTEAD is the involvement of students with internships and field studies. 2

B126015

**G3.B2.S1** Science, Technology, Engineering, and Mathematics (STEM) Initiatives 4

S137902

### Strategy Rationale

Provide students with opportunities to participate in Science, Technology, Engineering, and Mathematics (STEM) programs via the integration of field studies and internships.

### Action Step 1 5

Conduct a needs assessment of student interest as it relates to the STEM focus. Determine the areas of deficiency that would decrease college readiness and align field studies and internships to the areas of need. Through the school's four medical academies, the academy lead teachers will explain the types of internships and field studies pathways (based on the needs assessment results). The students will be provided with the flexibility to find internships and field studies opportunities based on their particular interest. The students will report to the academy lead teacher for final approval of their internship and/or field study choices (STEM focused). The academy leads will also explain the process to parents and other stakeholders and the required number of contact hours.

#### Person Responsible

Lisa Noffo

#### Schedule

Biweekly, from 8/18/2014 to 11/26/2014

#### Evidence of Completion

Needs assessment documents and results, course lesson plans, parent meeting agenda and minutes, internship and/or field study contracts.

## Action Step 2 5

The students will commence their internship/field studies assignments with the appropriate STEM focus. The academy lead teachers will develop the required artifacts that must be completed prior to the conclusion of the internships and/or field studies. The students will also report weekly to the academy lead teachers the progress of their internships and/or field studies assignments, including number of completed hours, successes and challenges.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Weekly, from 11/26/2014 to 6/5/2015

### **Evidence of Completion**

Internship and/or field study contracts, sponsor surveys, and completed time logs.

## Action Step 3 5

The academy lead teachers and/or the school's leadership team will visit the students during their internships and/or field studies assignments and conduct an observation of roles and duties. During the visit, a dialogue between the school's personnel and sponsor will be conducted to determine the areas of success and challenges. The students will also submit an internship and/or field studies survey once they have completed their required assignments to determine the areas requiring improvements.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Weekly, from 1/12/2015 to 6/5/2015

### **Evidence of Completion**

Observations forms, school and sponsor survey, student surveys and results, and completed time logs.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Needs assessment documents and results, course lesson plans, parent meeting agenda and minutes, internship and/or field study contracts, and completed time logs.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Internship and/or field studies observations forms, school and sponsor surveys, student surveys and results.

**G3.B2.S2 Career Technical Education (CTE) Initiatives** 4

S137903

**Strategy Rationale**

Provide students with opportunities to participate in Career Technical Education (CTE) programs with participation in industry certification via the integration of field studies and internships.

**Action Step 1** 5

Conduct a needs assessment of student interest as it relates to the CTE focus. Determine the areas of deficiency that would decrease college readiness and align the CTE focus to the areas of need. Through the school's Biomedical Academy, the academy lead teacher will explain the types of industry Certification Pathways that students will participate in during their senior year as part of their Biomedical Academy. Students will be educated and informed of the partnership between MAST @ HOMESTEAD and Project Lead the Way (PLTW) and take advantage of the partnership resources. The students will relate and align their industry certification options with the PLTW curriculum. The school's current seniors will focus on the Bio-Technician Assistant Industry Certification.

**Person Responsible**

Lisa Noffo

**Schedule**

Weekly, from 8/18/2014 to 11/26/2014

**Evidence of Completion**

Needs assessment documents and results, course lesson plans, and CTE focus pathway contracts.

**Action Step 2** 5

The students will receive highly effective CTE instruction through the integration of the Project Lead the Way (PLTW) curriculum. The students will be required to develop relevant artifacts that must be completed prior to the conclusion of their corresponding grade level that focus on Industry Certification success. The students will also focus on completing extracurricular assignments that will focus on Industry Certification success.

**Person Responsible**

Lisa Noffo

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom walkthroughs, course lesson plans, classroom observations, completed artifacts, and CTE focus pathway contracts.

### Action Step 3 5

The current seniors enrolled in the Biomedical Academy will participate in the Bio-Technician Assistant Industry Certification. All other students will participate in a pre-Industry Certification process to determine the areas of deficiencies. The school will provide remediation for students demonstrating challenges. The results of the Industry Certification will provide the administration and leadership team with a data-driven focus for upcoming school years.

#### **Person Responsible**

Lema Gilliard

#### **Schedule**

Weekly, from 4/6/2015 to 6/5/2015

#### **Evidence of Completion**

Classroom walkthroughs, classroom observations, completed artifacts, Industry Certification participation and success rate, and pre-Industry Certification success rate.

### Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Needs assessment documents and results, course lesson plans, classroom walkthroughs, classroom observations, completed artifacts, and CTE focus pathway contracts.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Industry Certification participation and success rate and pre-Industry Certification success rate.

**G4.** To increase student achievement by improving parental and community involvement in all school aspects and activities. **1**

G049028

**G4.B1** An identified barrier at MAST @ HOMESTEAD is that a large number of our parents work during the evening and/or weekends and/or do not have access to the internet. **2**

B126202

**G4.B1.S1** Parent Communication Expansion **4**

S138148

### **Strategy Rationale**

Implement effective communication tools such as email, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, parent meeting interests surveys and conduct parent meetings during non-traditional times.

### **Action Step 1 5**

Communicate with parents with tools such as email, newsletters, calendars, informational flyers, Connect Ed phone messages, and the school's website. Invite current and prospective parents to visit our Magnet Fair events to be held at school and become familiar with current and updated opportunities available for their children (weekend events available). The PTO will have opportunities to communicate with new parents and share their goals for the school year. Facilitate sign-in sheets during scheduled events and maintain a log of participating parents and best methods to communicate with parents. Distribute and collect evaluation forms from activities and meetings and address areas of concerns. Provide parents with opportunities to volunteer and assist with the enhancement of the school.

#### **Person Responsible**

Lisa Noffo

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, evaluation forms.

## Action Step 2 5

Provide annual community fairs to invite community members to visit the school and learn about our programs. Offer student internships through local community businesses to allow students to gain valued work experience in the medical field. Facilitate dual enrollment opportunities through local college and universities partners to give students the opportunity to earn college credits on campus. The school's leaders will continue their membership in the Homestead/South Dade Rotary Club which consists of local business leaders who partner to benefit the community and the school. The school's leadership will collaborate with the Homestead/Florida City Chamber of Commerce and focus on developing fruitful partnerships.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### ***Evidence of Completion***

Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, community fair agenda and sign in sheets, evaluation forms.

## Action Step 3 5

Survey the parents and their needs and develop parental meetings around their interests. Evaluate the success of parental involvement quarterly and focus on the strategies that have demonstrated success.

### **Person Responsible**

Lisa Noffo

### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

### ***Evidence of Completion***

Parent interest surveys and results, as well as, the analysis of the results.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, and community fair agenda and sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.

**Person Responsible**

Lisa Noffo

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Parent evaluation forms and interest surveys, the results of the evaluation forms and interest surveys, as well as, the analysis of the results.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity  | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------|---|-------------|-------------------------------|--|---------------------|
| G1.B1.S1.A1 | Identify students in the lowest 25 percentile in need of remediation and conduct student data chats. The student data chats will focus on individualized student deficiencies based on state exam results. As a result of data chats, students will be grouped in small cohorts to address deficiencies and | Noffo, Lisa | 8/18/2014                     | Small group rosters with an area of focus, classroom environment, and student data chat forms. | 10/3/2014 quarterly |

**Dade - 7171 - Medical Academy For Science/Tech @ Homestead - 2014-15 SIP**  
*Medical Academy For Science And Technology (M.A.S.T.) @ Homestead*

| Source      | Task, Action Step or Monitoring Activity   | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------|--|-------------|-------------------------------|--|---------------------|
|             | teachers will provide differentiated instruction.  |             |                               |  |                     |
| G2.B2.S1.A1 | Conduct a professional development activity to introduce the attendance incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the attendance incentives and interventions program, as well as, the student benefits.   | Noffo, Lisa | 8/18/2014                     | Professional Development agenda, minutes and participant rosters.  | 10/17/2014 one-time |
| G2.B2.S2.A1 | Conduct a professional development activity to introduce the behavior incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the behavior incentives and interventions program, as well as, the student benefits.   | Noffo, Lisa | 8/18/2014                     | Professional Development agenda, minutes and participant rosters.  | 10/17/2014 one-time |
| G2.B2.S3.A1 | Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process (students with a level 1 or equivalent score on statewide assessment in ELA or mathematics). In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.  | Noffo, Lisa | 8/18/2014                     | Saber Learning Lab is operational and students have been appropriately identified.   | 10/9/2014 one-time  |
| G3.B2.S1.A1 | Conduct a needs assessment of student interest as it relates to the STEM focus. Determine the areas of deficiency that would decrease college readiness and align field studies and internships to the areas of need. Through the school's four medical academies, the academy lead teachers will explain the types of internships and field studies pathways (based on the needs assessment results). The students will be provided with the flexibility to find internships and field studies opportunities based on their particular interest. The students will report to the academy lead teacher for final approval of their internship and/or field study choices (STEM focused). The academy leads will also explain the process to parents and other stakeholders and the required number of contact hours. | Noffo, Lisa | 8/18/2014                     | Needs assessment documents and results, course lesson plans, parent meeting agenda and minutes, internship and/or field study contracts. | 11/26/2014 biweekly |
| G3.B2.S2.A1 | Conduct a needs assessment of student interest as it relates to the CTE focus. Determine the areas of deficiency that would decrease college readiness and align the CTE focus to the areas of need. Through the school's Biomedical Academy, the academy lead teacher will explain the types of industry Certification Pathways that students will participate in during their senior year as   | Noffo, Lisa | 8/18/2014                     | Needs assessment documents and results, course lesson plans, and CTE focus pathway contracts.  | 11/26/2014 weekly   |

| Source      | Task, Action Step or Monitoring Activity  | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|-------------|---|-------------|-------------------------------|--|-----------------------|
|             | part of their Biomedical Academy. Students will be educated and informed of the partnership between MAST @ HOMESTEAD and Project Lead the Way (PLTW) and take advantage of the partnership resources. The students will relate and align their industry certification options with the PLTW curriculum. The school's current seniors will focus on the Bio-Technician Assistant Industry Certification.   |             |                               |  |                       |
| G4.B1.S1.A1 | Communicate with parents with tools such as email, newsletters, calendars, informational flyers, Connect Ed phone messages, and the school's website. Invite current and prospective parents to visit our Magnet Fair events to be held at school and become familiar with current and updated opportunities available for their children (weekend events available). The PTO will have opportunities to communicate with new parents and share their goals for the school year. Facilitate sign-in sheets during scheduled events and maintain a log of participating parents and best methods to communicate with parents. Distribute and collect evaluation forms from activities and meetings and address areas of concerns. Provide parents with opportunities to volunteer and assist with the enhancement of the school.   | Noffo, Lisa | 8/18/2014                     | Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, evaluation forms.   | 6/5/2015<br>weekly    |
| G1.B1.S1.A2 | Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.   | Noffo, Lisa | 8/18/2014                     | Saber Learning Lab is operational and students have been appropriately identified.   | 10/9/2014<br>one-time |
| G2.B2.S1.A2 | Identify the students who have earned 100 percent attendance and provide incentives in the form of school wide recognition, awards assembly, prize presentation, and/or region level recognition. Identify students with attendance below 90 percent and implement tiered interventions. The interventions will include: 1. Weekly monitoring of academic and attendance progress in each class by the EWS team. 2. Bi-weekly meeting with the students and counselors to address the areas of concern. 3. Monthly parental contacts to address the on-going progress of students by the school's EWS team. 4. Students that demonstrate an improvement will receive incentives as listed above. 5. Students that demonstrate a continuous deficiency, will meet with the administration, parents, and counselors. 6. An individualized action plan will be developed with each of the students' teachers and parents. 7. Students will | Noffo, Lisa | 8/18/2014                     | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, and academic probation lists. | 11/26/2014<br>weekly  |

| Source      | Task, Action Step or Monitoring Activity   | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------|--|-------------|-------------------------------|--|--------------------|
|             | be referred to the Saber Learning Lab (after school remediation program). 8. Students will be placed on academic probation with the possibility of returning to their home school.   |             |                               |  |                    |
| G2.B2.S2.A2 | Identify the students who have perfect conduct grades and no negative behavior history and provide incentives in the form of school wide recognition, awards assembly, prize presentation, and/or region level recognition. Identify students with one or more suspensions and implement tiered interventions. The interventions will include: 1. Weekly monitoring of academic and behavior progress in each class by the EWS team. 2. Bi-weekly meeting with the students and counselors to address the areas of concern. 3. Monthly parental contacts to address the on-going progress of students by the school's EWS team. 4. Students that demonstrate an improvement will receive incentives as listed above. 5. Students that demonstrate a continuous deficiency, will meet with the administration, parents, and counselors. 6. An individualized action plan will be developed with each of the students' teachers and parents. 7. Students will be referred to the Saber Learning Lab (after school remediation program). 8. Students will be placed on academic probation with the possibility of returning to their home school. | Noffo, Lisa | 8/18/2014                     | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, and academic probation lists. | 11/26/2014 weekly  |
| G2.B2.S3.A2 | The identified students will receive remediation via the Saber Learning Lab using the Edgenuity software program and small group intervention.   | Noffo, Lisa | 10/3/2014                     | Small group rosters with an area of focus, Saber Learning Lab progress monitoring, and student data.   | 11/26/2014 daily   |
| G3.B2.S1.A2 | The students will commence their internship/field studies assignments with the appropriate STEM focus. The academy lead teachers will develop the required artifacts that must be completed prior to the conclusion of the internships and/or field studies. The students will also report weekly to the academy lead teachers the progress of their internships and/or field studies assignments, including number of completed hours, successes and challenges.  | Noffo, Lisa | 11/26/2014                    | Internship and/or field study contracts, sponsor surveys, and completed time logs.   | 6/5/2015 weekly    |
| G3.B2.S2.A2 | The students will receive highly effective CTE instruction through the integration of the Project Lead the Way (PLTW) curriculum. The students will be required to develop relevant artifacts that must be completed prior to the conclusion of their corresponding grade level that focus on Industry Certification success. The students will also focus on completing extracurricular assignments that will focus on Industry Certification success.  | Noffo, Lisa | 8/18/2014                     | Classroom walkthroughs, course lesson plans, classroom observations, completed artifacts, and CTE focus pathway contracts.   | 6/5/2015 daily     |

| Source      | Task, Action Step or Monitoring Activity   | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------|--|-------------|-------------------------------|---|---------------------|
| G4.B1.S1.A2 | Provide annual community fairs to invite community members to visit the school and learn about our programs. Offer student internships through local community businesses to allow students to gain valued work experience in the medical field. Facilitate dual enrollment opportunities through local college and universities partners to give students the opportunity to earn college credits on campus. The school's leaders will continue their membership in the Homestead/South Dade Rotary Club which consists of local business leaders who partner to benefit the community and the school. The school's leadership will collaborate with the Homestead/ Florida City Chamber of Commerce and focus on developing fruitful partnerships. | Noffo, Lisa | 8/18/2014                     | Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, community fair agenda and sign in sheets, evaluation forms.  | 6/5/2015 monthly    |
| G1.B1.S1.A3 | Differentiated instruction will continue to be provided to identified students via small group cohorts. Additionally, identified students will receive remediation via the Saber Learning Lab using the Edgenuity software program and small group intervention.   | Noffo, Lisa | 10/3/2014                     | Small group rosters with an area of focus, classroom environment, Saber Learning Lab progress monitoring, and student data.   | 11/26/2014 daily    |
| G2.B2.S1.A3 | To ensure the success of the attendance incentive and intervention program, the administration will consistently review all available data access points and student feedback, including attendance data reports, academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics. A leadership team data desegregation meeting will be conducted with EWS team and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.   | Noffo, Lisa | 10/27/2014                    | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, Saber Learning Lab progress monitoring, student data, including attendance data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC planning sheets and summaries. | 11/26/2014 biweekly |
| G2.B2.S2.A3 | To ensure the success of the behavior incentive and intervention program, the administration will consistently review all available data access points and student feedback, including behavior data reports, academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics. A leadership team data desegregation meeting will be conducted with EWS team and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.   | Noffo, Lisa | 10/27/2014                    | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, Saber Learning Lab progress monitoring, student data, including behavior data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC planning sheets and summaries.   | 11/26/2014 biweekly |

**Dade - 7171 - Medical Academy For Science/Tech @ Homestead - 2014-15 SIP**  
*Medical Academy For Science And Technology (M.A.S.T.) @ Homestead*

| Source      | Task, Action Step or Monitoring Activity   | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|-------------|--|----------------|-------------------------------|--|------------------------|
| G2.B2.S3.A3 | Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.  | Noffo, Lisa    | 11/4/2014                     | Saber Learning Lab progress monitoring, and student data, including academic progress.   | 11/26/2014<br>biweekly |
| G3.B2.S1.A3 | The academy lead teachers and/or the school's leadership team will visit the students during their internships and/or field studies assignments and conduct an observation of roles and duties. During the visit, a dialogue between the school's personnel and sponsor will be conducted to determine the areas of success and challenges. The students will also submit an internship and/or field studies survey once they have completed their required assignments to determine the areas requiring improvements. | Noffo, Lisa    | 1/12/2015                     | Observations forms, school and sponsor survey, student surveys and results, and completed time logs.   | 6/5/2015<br>weekly     |
| G3.B2.S2.A3 | The current seniors enrolled in the Biomedical Academy will participate in the Bio-Technician Assistant Industry Certification. All other students will participate in a pre-Industry Certification process to determine the areas of deficiencies. The school will provide remediation for students demonstrating challenges. The results of the Industry Certification will provide the administration and leadership team with a data-driven focus for upcoming school years.                                       | Gilliard, Lema | 4/6/2015                      | Classroom walkthroughs, classroom observations, completed artifacts, Industry Certification participation and success rate, and pre-Industry Certification success rate. | 6/5/2015<br>weekly     |
| G4.B1.S1.A3 | Survey the parents and their needs and develop parental meetings around their interests. Evaluate the success of parental involvement quarterly and focus on the strategies that have demonstrated success.  | Noffo, Lisa    | 8/18/2014                     | Parent interest surveys and results, as well as, the analysis of the results.  | 6/5/2015<br>quarterly  |
| G1.B1.S1.A4 | Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.  | Noffo, Lisa    | 11/4/2014                     | Saber Learning Lab progress monitoring, and student data, including academic progress.   | 11/26/2014<br>biweekly |
| G1.B1.S1.A5 | To ensure the success of the data-driven differentiated instruction initiative and the Saber Learning Lab remediation program, the administration will consistently review all available data access points and student feedback, including academic and effort progress reports (report cards, gradebook), interim assessment results, teacher created assessment data, Edgenuity software progress data, and PLC focus topics.   | Noffo, Lisa    | 8/18/2014                     | Saber Learning Lab progress monitoring, and student data, including academic progress, classroom walkthroughs, PLC planning sheets and summaries.                        | 11/26/2014<br>biweekly |

| Source       | Task, Action Step or Monitoring Activity   | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|--------------|--|-------------|-------------------------------|---|------------------------|
| G1.MA1       | The administration and leadership team will focus on gathering, reviewing, and analyzing standards-based data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation on instruction and provide support in all areas identified as needing improvement. | Noffo, Lisa | 8/18/2014                     | Data disaggregation, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.  | 11/26/2014<br>biweekly |
| G1.B1.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Student data chat forms, Saber Learning Lab progress monitoring (proficiency), student data (including academic progress, interim assessments, and teacher-made assessments), teacher and student feedback, and student work.   | 11/26/2014<br>biweekly |
| G1.B1.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | Small group rosters with an area of focus, classroom environment, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab progress monitoring (completion), classroom walkthroughs, PLC planning sheets and summaries.  | 11/26/2014<br>biweekly |
| G2.MA1       | The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement.                      | Noffo, Lisa | 8/18/2014                     | Data disaggregation, daily attendance and behavior reports, student case management system, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments.  | 11/26/2014<br>biweekly |
| G2.B2.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Saber Learning Lab progress monitoring, student data, including attendance data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, and Edgenuity software progress data.   | 11/26/2014<br>biweekly |
| G2.B2.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab rosters, academic probation lists, and PLC planning sheets and summaries. | 11/26/2014<br>biweekly |
| G2.B2.S2.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Saber Learning Lab progress monitoring, student data, including behavior data reports, academic and effort progress reports, interim assessment results, teacher created assessment data, and Edgenuity software progress data.   | 11/26/2014<br>biweekly |
| G2.B2.S2.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in   | Noffo, Lisa | 8/18/2014                     | School wide announcements, awards assembly agendas, prize presentations, region newsletters, EWS team's conference notes, parent meeting notes and minutes, individualized student action plans, Saber Learning Lab   | 11/26/2014<br>biweekly |

| Source       | Task, Action Step or Monitoring Activity  | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|--------------|---|-------------|-------------------------------|--|------------------------|
|              | all areas identified as needing improvement.  |             |                               | rosters, academic probation lists, and PLC planning sheets and summaries.  |                        |
| G2.B2.S3.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | Saber Learning Lab progress monitoring (proficiency), student data (including academic progress, interim assessments, and teacher-made assessments), teacher and student feedback, and student work.   | 11/26/2014<br>biweekly |
| G2.B2.S3.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Small group rosters with an area of focus, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab progress monitoring (completion), classroom walkthroughs, PLC planning sheets and summaries.  | 11/26/2014<br>biweekly |
| G3.MA1       | The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement. | Noffo, Lisa | 8/18/2014                     | Data disaggregation, internship and/or field studies observations forms, school and sponsor surveys, student surveys and results, Industry Certification participation and success rate, pre-Industry Certification success rate, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments. | 6/5/2015<br>biweekly   |
| G3.B2.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | Internship and/or field studies observations forms, school and sponsor surveys, student surveys and results.   | 6/5/2015<br>biweekly   |
| G3.B2.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Needs assessment documents and results, course lesson plans, parent meeting agenda and minutes, internship and/or field study contracts, and completed time logs.  | 6/5/2015<br>biweekly   |
| G3.B2.S2.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | Industry Certification participation and success rate and pre-Industry Certification success rate.   | 6/5/2015<br>biweekly   |
| G3.B2.S2.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.   | Noffo, Lisa | 8/18/2014                     | Needs assessment documents and results, course lesson plans, classroom walkthroughs, classroom observations, completed artifacts, and CTE focus pathway contracts.   | 6/5/2015<br>biweekly   |
| G4.MA1       | The administration and leadership team will focus on gathering, reviewing, and analyzing data from several sources to   | Noffo, Lisa | 8/18/2014                     | Parent evaluation forms and interest surveys, the results of the evaluation forms and interest surveys, as well as,  | 6/5/2015<br>monthly    |

| Source       | Task, Action Step or Monitoring Activity   | Who         | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|--|-------------|-------------------------------|--|--------------------|
|              | determine the progress towards the goal. In addition, the administration and leadership team will integrate remediation as needed and provide support in all areas identified as needing improvement.  |             |                               | the analysis of the results, parent involvement percentages, data disaggregation, student progress reports, gradebook reports, M-DCPS District Interim assessments, Florida Standards Assessment, and End-of-Course assessments. |                    |
| G4.B1.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates the effectiveness of the implemented strategy. The administration and leadership team will provide support in all areas identified as needing improvement. | Noffo, Lisa | 8/18/2014                     | Parent evaluation forms and interest surveys, the results of the evaluation forms and interest surveys, as well as, the analysis of the results.   | 6/5/2015 monthly   |
| G4.B1.S1.MA1 | The administration and leadership team will focus on utilizing instructional evidence that demonstrates implementation of the strategy with fidelity. The administration and leadership team will provide support in all areas identified as needing improvement.  | Noffo, Lisa | 8/18/2014                     | Emails, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, magnet fair agenda and sign in sheets, PTO agenda and sign in sheets, and community fair agenda and sign in sheets.       | 6/5/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. To increase student achievement by improving core instruction in all content areas.

**G1.B1** An identified barrier at MAST @ HOMESTEAD is the performance of the lowest 25 percentile on state assessments.

#### G1.B1.S1 Intervention and Enrichment Opportunities

##### PD Opportunity 1

Identify students in the lowest 25 percentile in need of remediation and conduct student data chats. The student data chats will focus on individualized student deficiencies based on state exam results. As a result of data chats, students will be grouped in small cohorts to address deficiencies and teachers will provide differentiated instruction.

##### Facilitator

Professional Development Liaison: Desiree Chase

##### Participants

Instructional Staff

##### Schedule

Quarterly, from 8/18/2014 to 10/3/2014

##### PD Opportunity 2

Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.

##### Facilitator

Edgenuity Consultant and Sami Hamdan

##### Participants

Department Chairs, Edgenuity consultant and Saber Learning Lab facilitator.

##### Schedule

On 10/9/2014

### PD Opportunity 3

Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

#### Facilitator

Edgenuity Consultant and Sami Hamdan

#### Participants

Edgenuity consultant, Saber Learning Lab coordinator, and administration.

#### Schedule

Biweekly, from 11/4/2014 to 11/26/2014

**G2.** To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention.

**G2.B2** An identified barrier at MAST @ HOMESTEAD is the limitation of personnel dedicated to the identification and remediation of students demonstrating the Early Warning Systems (EWS) indicators.

#### **G2.B2.S1** Attendance Incentives and Interventions

### PD Opportunity 1

Conduct a professional development activity to introduce the attendance incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the attendance incentives and interventions program, as well as, the student benefits.

#### Facilitator

Sami Hamdan

#### Participants

Faculty, staff, students, and parents.

#### Schedule

On 10/17/2014

## G2.B2.S2 Behavior Incentives and Interventions

### PD Opportunity 1

Conduct a professional development activity to introduce the behavior incentives and interventions program, including the student identification process, EWS team's role, faculty's role, student's role, parent's role, incentive tiers and intervention tiers. In addition, a student orientation will be conducted to introduce the behavior incentives and interventions program, as well as, the student benefits.

#### Facilitator

Sami Hamdan

#### Participants

Faculty, staff, students, and parents.

#### Schedule

On 10/17/2014

## G2.B2.S3 Intervention and Enrichment Opportunities

### PD Opportunity 1

Conduct a professional development opportunity to introduce the Saber Learning Lab remediation program and the student identification criteria process (students with a level 1 or equivalent score on statewide assessment in ELA or mathematics). In addition, a parent orientation will be conducted to introduce the Saber Learning Lab program and student benefits.

#### Facilitator

Edgenuity Consultant and Sami Hamdan

#### Participants

Department Chairs, Edgenuity consultant and Saber Learning Lab facilitator.

#### Schedule

On 10/9/2014

## **PD Opportunity 2**

Follow up and support will be provided through bi-weekly monitoring tools. A support dialogue will be conducted with the Saber Learning Lab coordinator, the Edgenuity consultant, and the administration to ensure program success. Students demonstrating low performance improvements will be reviewed and revisions to the interventions will be implemented.

### **Facilitator**

Edgenuity Consultant and Sami Hamdan

### **Participants**

Edgenuity consultant, Saber Learning Lab coordinator, and administration.

### **Schedule**

Biweekly, from 11/4/2014 to 11/26/2014

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

| Description  | Total        |
|--|--------------|
| <b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.   | 7,000        |
| <b>Goal 2:</b> To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention. | 500          |
| <b>Grand Total</b>   | <b>7,500</b> |

### Goal 1: To increase student achievement by improving core instruction in all content areas.

| Description                                     | Source       | Total        |
|---|--------------|--------------|
| <b>B1.S1.A3</b> - Discretionary Fund - Tutoring | General Fund | 7,000        |
| <b>Total Goal 1</b>                             |              | <b>7,000</b> |

### Goal 2: To increase student educational success and achievement by utilizing the Early Warning System (EWS) indicators to identify at-risk students and provide support and intervention.

| Description   | Source                   | Total      |
|---|--------------------------|------------|
| <b>B2.S1.A2</b> - EESAC - Student Attendance Incentives | School Improvement Funds | 250        |
| <b>B2.S2.A2</b> - EESAC - Student Behavior Incentives   | School Improvement Funds | 250        |
| <b>Total Goal 2</b>                                     |                          | <b>500</b> |