

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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
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High	No	70%
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Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
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No	No	87%
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School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Medical Academy for Science and Technology is dedicated to cultivate the next generation of health care professionals through science, technology, engineering and mathematics while increasing the commitment to community service.

Provide the school's vision 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. MAST @ HOMESTEAD is committed to forge individuals to become leaders in the medical field, dedicated to public service, social responsibility, and facilitate the health care needs to our ever changing global community.

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 during the school's activities 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 and through their 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

MAST @ HOMESTEAD implements a zero tolerance policy for all issues related to safety and respect violations, which is evident daily and communicated often to all stakeholders. 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, during and after school, as well as in between classes. There are also multiple security 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 through constant rotations and entrance supervision. 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. Lastly, MAST @ HOMESTEAD will implement the district's "Values Matter" initiative, which highlights our

nine adopted core values identified in the Code of Student Conduct. "Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas." (MDCPS, 2015)

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

MAST @ HOMESTEAD implements several model student conduct strategies in order to ensure student success. 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. Further, the school's Early Warning Systems (EWS) team will implement an attendance and behavior incentive program, recognizing the students with the best attendance, most improved attendance, and model student behavior. 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. Lastly, MAST @ HOMESTEAD will implement an Alternative to Suspension initiative focusing on improving student conduct rather than merely implementing consequences.

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).

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.

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	11	9	11	31	62
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	23	14	12	11	60
Level 1 on statewide assessment	23	10	2	0	35

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

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	1	2	3

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 by the early warning system (EWS), 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 meetings 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 participate in the in-school pull-out remediation program (schedules permitting).
8. 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, promote and build parental involvement and relationships with all of our parents, the school will:

1. Utilize effective communication tools such as email, newsletters, calendars, informational flyers, Connect Ed phone messages, the school's website, our marquee, social media, and our school's

mobile app.

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, as well as, remediate unsuccessful strategies as necessary.

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

MAST @ HOMESTEAD 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 which allows students to gain valued work experience in the medical field. At the same time, students provide a service to community.
3. Facilitate "Dual Enrollment" and "Early Admissions" opportunities through local colleges and universities partners to provide students the opportunity to earn college credits.
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 that foster school wide achievement. Through our partnership with Florida International University, our students will have the opportunity to observe nursing and doctoral students in labs and lectures, as well as, participate in summer research internship opportunities with professors of medicine and science.
7. With the partnership and cooperation of Baptist Hospital of Homestead, MAST @ HOMESTEAD students will have the opportunity 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:

Name	Title
Noffo, Lisa	Principal
Hamdan, Sami	Assistant Principal
Martinez, Nichol	Teacher, K-12
Weinstein, Lynda	Teacher, K-12
Venzal, Laura	Guidance Counselor
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. The instructional leadership team 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 that identify student needs. Provides curriculum review and analysis, as well as, 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 and parents. Ensures retention of students is constantly reviewed and strategies are in place to ensure student success.
4. Lynda Weinstein, Activities Director: Ensures 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 support for students, parents, and faculty to ensure the success of all 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. Person(s) Responsible: Leadership Team
2. Analyze data monthly to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction. Person(s) Responsible: Leadership Team
3. Review progress monitoring data monthly to identify students meeting/exceeding benchmarks and enrich/remediate the curriculum if necessary. Person(s) Responsible: Leadership Team

4. Provide teachers with best practices and strategies to implement for students not meeting standards quarterly. Person(s) Responsible: Leadership Team
5. Identify quarterly professional development needs based on data to drive instruction. Person(s) Responsible: Sami Hamdan
6. Provide quarterly formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits. Person(s) Responsible: Sami Hamdan and Lisa Noffo
7. Identify on-going, informed adjustments needed to provide instruction that meets the needs of all students. Person(s) Responsible: Leadership Team
8. Facilitate monthly the process of building consensus, increasing infrastructure, and making decisions about initiatives. Person(s) Responsible: Leadership Team
9. The Student services department will maintain and analyze a record of interviews and questionnaires regarding student post-secondary plans and share successful practices on a quarterly basis. Person(s) Responsible: Dana Baugh and Laura Venzal
10. Maintain a collaborative relationship with state and national colleges, universities and vocational programs. Person(s) Responsible: Leadership Team
11. Invite colleges, universities and professionals in the health care field to speak with students yearly. Person(s) Responsible: Laura Venzal
12. Provide a career fair in which professionals in the health care field attend and speak to all students yearly. Person(s) Responsible: Laura Venzal
13. Review bi-weekly the available budget from all funding sources and ensure that funds are utilized to support and improve student achievement. Person(s) Responsible: Lisa Noffo
14. Ensure that all expenditures and resources are effectively inventoried through the school district's accountability software and procedures on a on-going basis. Person(s) Responsible: Lisa Noffo

School Advisory Council (SAC)

Membership:

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
Mary Foist	Student
Elvis Maldonado	Business/Community
Samuel Accursio	Business/Community
Dale Machesic	Business/Community
Winston Lee	Teacher
Rosemarie Erdozain	Parent
Benji Jean-Baptiste	Student

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 Educational Excellence School Advisory Council (EESAC) receives funds to be utilized at the discretion of the committee. A portion of the funds should be used for the implementation of the school improvement plan. The funds were divided evenly amongst the academic departments for learning incentives via the principal's discretionary account. English incentives: \$500.00, Mathematics incentives: \$500.00, Science incentives: \$500.00, Social Studies incentives: \$500.00, and Elective incentives: \$500.00.

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:

Name	Title
Noffo, Lisa	Principal
Hamdan, Sami	Assistant Principal
Granberry, Cindy	Teacher, K-12
Tamayo, Noris	Teacher, K-12
Gilliard, Lema	Teacher, K-12
Brown, Isha	Teacher, K-12
Crissien, Jorge	Teacher, K-12
Fagundo, Ileana	Teacher, K-12
Baugh, Dana	Guidance Counselor

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. In addition, the LLT will assist teachers in developing their curricula and ensuring the integration of literacy across all lessons.

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 implemented 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. In addition to the PLC initiatives, teachers will receive team building opportunities at the beginning of the school year and throughout the academic year.

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 in order to ensure educator success.
2. Mentor teachers will be assigned to early career teachers in order to provide support and resources.
3. "Buddy" teachers will be assigned to teachers new to the school (experienced teachers) as needed in order to provide support and resources.
4. Regular professional learning activities focused on development and alignment of instructional activities to ensure teachers are highly effective.
5. The principal will solicit referrals from current teaching staff for potential new hires.
6. The principal will publish openings via the district's recruitment website.
7. The leadership team will provide support and resources for teachers pursuing highly qualified status and in-field certifications.

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 a successful career transition. Mentoring activities include but are not limited to classroom management, gradebook support, school procedures, best practices in instruction, curriculum enhancements, data analysis, pacing guide usage, technology integration, parental involvement, and differentiated instruction. In addition, every teacher new to the profession will be registered for the district's Mentoring and Induction for New Teachers (MINT) program. The "Mentoring and Induction for New Teachers (MINT) program is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations." (MDCPS, 2015)

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. In addition, the school's administration ensures that faculty register and attend professional development opportunities focused on the Florida Standards. Faculty will also receive professional development opportunities and best practices via the school-based Professional Learning Communities, which may focus on the Florida Standards and CPAMLS. All of the instructional programs and materials are facilitated via the district office and aligned to the Florida Standards.

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 are the teacher's students' 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 and/or in-school pull-out program 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 Algebra I, Geometry, Algebra 2, Biology, and US History. In addition, small group interventions will be offered for all other content areas. The program will utilize the Edgenuity software for remediation and interventions. The goal of the 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 with an 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 student population's 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 district designed assessments, as well as, state standardized assessments. In addition, the Edgenuity software utilized for the remediation program provides the administration with an individual and efficient data monitoring tool. The data is collected and analyzed in order to drive instruction and make adjustments to the learning lab. Informal data is also collected through classroom exams 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 Professional Learning 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 2015-2016 academic year, MAST @ HOMESTEAD will focus on the barriers and goals identified on the School Improvement Plan. Some focus topics include: academic/technical writing, student retention, college readiness, inquiry-based curriculum development, SAT/ACT success, Differentiated Instruction for the lowest 25 percentile, Advanced Placement (AP) teaching and learning strategies, and technology integration.

Strategy Rationale

The school leadership, via school data analysis, identified that the student population's most deficient area was the progression of the lowest 25 percentile in both Literacy and Mathematics. Additionally, the school's Leadership Team, Curriculum Council, and Literacy Leadership Team identified a need to focus on academic/technical writing, sophomore retention, college readiness, inquiry-based curricula, differentiated instruction, research rigor, Advanced Placement (AP) teaching and learning strategies, and technology integration.

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 district designed assessments, as well as, state standardized assessments. In addition, the Edgenuity software utilized for the remediation program provides the administration with an individual and efficient data monitoring tool. The data is collected and analyzed in order to drive instruction and make adjustments to the learning lab. Informal data is also collected through classroom exams and quizzes administered to students on a weekly basis. Furthermore, at the conclusion of a PLC meeting, each participant is responsible for a follow-up product. The follow-up method is to be determined by the group and based on the content shared. Options include but are not limited to personal reflections, individual or group lesson plans, student artifacts, and/or data chat responses. The follow-up product will be provided to the Professional Development Liaison and administration for success analysis and as a determination for the faculty professional growth. Adjustments and revisions will be recommended based on the follow-up products and PLC walkthroughs.

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 2015 cohort will participate in a college forum with the current 12th grade level students in order 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 medical condition listed on the case study. The student government will also work closely and share success strategies amongst 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. The Student Services department will also offer 12th grade level students with resources in order to transition successfully, including but not limited to College application resources, scholarship resources, one-on-one assistance, and college level success strategies and resources. Lastly, a Freshman Academy was developed in order to provide 9th grade level students with resources aimed to ensure student success in high school.

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

MAST @ HOMESTEAD's Student Services personnel will meet with students in order to advise them of course selections which align with the student's interests and post-secondary goals. The school is also in partnership with The Education Fund's 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. In addition to the Fall and Spring College Fairs, individual institutions are invited into the school to conduct admission presentations for interested students. College Application Week is an event in October where Seniors are allowed lab time to complete and get questions answered about their college applications. Financial Aid night is for parents to attend an informational and interactive session on completing the FAFSA for financial aid. The school collaborates with Colleges' STEM programs to provide essential admission requirements and program information to students.

We also have educational partnerships with Miami Dade College, Keiser College, and Florida International University. Students enrolled in MAST @ HOMESTEAD are able to select a medical academy of interest based on the student's post-secondary goals. The career academies include Biomedical, Physical Therapy, Pharmaceutical Sciences, and iMed. Students will receive instruction in each of the academy courses throughout their four years at MAST @ HOMESTEAD. In addition, 12th grade level students will complete an internship within the medical community during their second semester, exposing them to their field of interest.

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 mathematics and science courses. The educational experience at MAST @ HOMESTEAD will provide students with a well-rounded background to meet today's demanding medical educational programs. The school also works with Baptist Homestead Hospital, Miami Dade College, and Florida International University to allow students to view and experience hands on activities in the medical profession. The 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.

Biomedical

Physical Therapy

Pharmaceutical Sciences

iMed

Students enrolled in the Physical Therapy, Pharmaceutical and iMed academies are registered for our Anatomy and Physiology course during their 9th grade year. Throughout the remaining three years, students enroll in one sequential academy specific course. All students in the aforementioned academies conduct medical related research and an internship during their 12th grade year. Students enrolled in the Biomedical Academy take four academy courses based on the Project Lead the Way (PLTW) curriculum. The Biotechnician Assistant industry certification will be available for the students enrolled in the Biomedical academy. The medical career theme is present in all academic subjects which helps promote student achievement.

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 and provide industry advice. MAST @ HOMESTEAD also provides a career fair where professionals in the health care field attend and speak with all students.

Students enrolled at MAST @ HOMESTEAD will also experience cross curricular initiatives, in which all academic areas collaborate and infuse medical-related content, including current event analysis and our Medical Word of the Day Challenge.

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, Dual Enrollment courses, and the Early Admissions program, which will provide college credits and exposure to the rigor of coursework at the college and university level.
4. Students that perform poorly in state exams will be administered the PERT. Any student that does not pass the PERT will receive the necessary remediation.
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.

8. In the winter, the Class of 2015 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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.

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

G070515

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	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	
AMO Reading - All Students	
FSA English Language Arts - Achievement	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 chats
- Saber Learning Lab
- School-wide technology
- Professional development
- Professional Learning Communities (PLC)
- Instructional Software programs (Edgenuity, Reading Plus, Algebra Nation)
- Highly qualified teachers
- Pull-out Remediation Program

Targeted Barriers to Achieving the Goal 3

- An identified barrier at MAST @ HOMESTEAD is the performance of students in 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 for instruction and provide support in all areas identified as needing improvement.

Person Responsible

Lisa Noffo

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data disaggregation, M-DCPS district assessments, Florida Standards Assessments, End-of-Course assessments, and school-based 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**

 G070515

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

 B183709

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

 S195356

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, district, and school-based assessment 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 8/24/2015 to 6/9/2016

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 and pull-out remediation program, including the student criteria and identification process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab and pull-out program, as well as, discuss the student benefits.

Person Responsible

Lisa Noffo

Schedule

On 10/8/2015

Evidence of Completion

Professional development agenda and follow-up products, Saber Learning Lab and pull-out program is operational and students have been appropriately identified and registered.

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 10/12/2015 to 6/9/2016

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

Students in the lowest 25 percentile will receive intervention to ensure their post-secondary success via the following methods: SAT/ACT bell ringers, college preparation presentations from the CAP Advisor, individual student advisement, alternative assessment administrations to ensure college acceptance (PERT), administration of the PSAT to all 10th grade students and interested 9th and 11th grade students, and the individual analysis of PSAT scores with students to identify areas of need. In addition, through our Citi Postsecondary Success Program (CPSP) grant from The Education Fund, students will benefit from research-based asset map workshops, college clubs, college fairs and events, parent outreach opportunities, higher education and community partnership engagements, college campus tours, FAFSA marathons, and financial aid assistance.

Person Responsible

Lisa Noffo

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Club meeting minutes, CAP Advisor notes and records, College Readiness presentations, lesson plans, classroom walkthroughs, and student college readiness data.

Action Step 5 5

Several Professional Learning Community (PLC) opportunities will be provided to our faculty, including the following main focus areas: performance of students in the lowest 25 percentile on state assessments, analytical writing skills of ninth grade students, and performance of students enrolled in Advanced Placement (AP) courses on the Advanced Placement (AP) assessments.

Person Responsible

Lisa Noffo

Schedule

Biweekly, from 9/3/2015 to 6/9/2016

Evidence of Completion

PLC planning sheets, PLC summaries, and follow-up artifacts.

Action Step 6 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 10/26/2015 to 6/9/2016

Evidence of Completion

Saber Learning Lab and pull-out progress monitoring information, Edgenuity program progression, and student academic progress.

Action Step 7 5

To ensure the success of the data-driven differentiated instruction initiative, the Saber Learning Lab remediation program, and the pull-out 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 the Professional Learning Communities (PLC) focus topics.

Person Responsible

Lisa Noffo

Schedule

Monthly, from 11/9/2015 to 6/9/2016

Evidence of Completion

Saber Learning Lab and pull-out progress monitoring information, Edgenuity program progression, student academic progress, classroom walkthroughs, lesson plans, PLC planning sheets, and PLC 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

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Small group rosters with an area of focus, classroom environment, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab and pull-out program progress monitoring (completion), classroom walkthroughs, Professional Learning Communities planning sheets and follow-up artifacts, teacher collaborations, and lesson plans.

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

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

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

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,	Noffo, Lisa	8/24/2015	Small group rosters with an area of focus, classroom environment, and student data chat forms.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	district, and school-based assessment results. As a result of data chats, students will be grouped in small cohorts to address deficiencies and teachers will provide differentiated instruction.				
G1.B1.S1.A2	Conduct a professional development opportunity to introduce the Saber Learning Lab and pull-out remediation program, including the student criteria and identification process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab and pull-out program, as well as, discuss the student benefits.	Noffo, Lisa	10/8/2015	Professional development agenda and follow-up products, Saber Learning Lab and pull-out program is operational and students have been appropriately identified and registered.	10/8/2015 one-time
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	10/12/2015	Small group rosters with an area of focus, classroom environment, Saber Learning Lab progress monitoring, and student data.	6/9/2016 daily
G1.B1.S1.A4	Students in the lowest 25 percentile will receive intervention to ensure their post-secondary success via the following methods: SAT/ACT bell ringers, college preparation presentations from the CAP Advisor, individual student advisement, alternative assessment administrations to ensure college acceptance (PERT), administration of the PSAT to all 10th grade students and interested 9th and 11th grade students, and the individual analysis of PSAT scores with students to identify areas of need. In addition, through our Citi Postsecondary Success Program (CPSP) grant from The Education Fund, students will benefit from research-based asset map workshops, college clubs, college fairs and events, parent outreach opportunities, higher education and community partnership engagements, college campus tours, FAFSA marathons, and financial aid assistance.	Noffo, Lisa	8/24/2015	Club meeting minutes, CAP Advisor notes and records, College Readiness presentations, lesson plans, classroom walkthroughs, and student college readiness data.	6/9/2016 weekly
G1.B1.S1.A5	Several Professional Learning Community (PLC) opportunities will be provided to our faculty, including the following main focus areas: performance of students in the lowest 25 percentile on state assessments, analytical writing skills of ninth grade students, and performance of students enrolled in Advanced Placement (AP) courses on the Advanced Placement (AP) assessments.	Noffo, Lisa	9/3/2015	PLC planning sheets, PLC summaries, and follow-up artifacts.	6/9/2016 biweekly
G1.B1.S1.A6	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	Noffo, Lisa	10/26/2015	Saber Learning Lab and pull-out progress monitoring information, Edgenuity program progression, and student academic progress.	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reviewed and revisions to the interventions will be implemented.				
G1.B1.S1.A7	To ensure the success of the data-driven differentiated instruction initiative, the Saber Learning Lab remediation program, and the pull-out 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 the Professional Learning Communities (PLC) focus topics.	Noffo, Lisa	11/9/2015	Saber Learning Lab and pull-out progress monitoring information, Edgenuity program progression, student academic progress, classroom walkthroughs, lesson plans, PLC planning sheets, and PLC summaries.	6/9/2016 monthly
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 for instruction and provide support in all areas identified as needing improvement.	Noffo, Lisa	8/24/2015	Data disaggregation, M-DCPS district assessments, Florida Standards Assessments, End-of-Course assessments, and school-based assessments.	6/9/2016 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	8/24/2015	Student data chat forms, Saber Learning Lab progress monitoring (proficiency), student data (including academic progress, state and district assessments, and teacher-made assessments), teacher and student feedback, and student work.	6/9/2016 weekly
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	8/24/2015	Small group rosters with an area of focus, classroom environment, Saber Learning Lab rosters with students appropriately identified, Saber Learning Lab and pull-out program progress monitoring (completion), classroom walkthroughs, Professional Learning Communities planning sheets and follow-up artifacts, teacher collaborations, and lesson plans.	6/9/2016 weekly

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 students in the lowest 25 percentile on state assessments.

G1.B1.S1 Intervention and Enrichment Opportunities

PD Opportunity 1

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

Facilitator

Edgenuity Consultant and Sami Hamdan

Participants

Faculty, parents, Edgenuity consultant and Saber Learning Lab facilitator.

Schedule

On 10/8/2015

PD Opportunity 2

Several Professional Learning Community (PLC) opportunities will be provided to our faculty, including the following main focus areas: performance of students in the lowest 25 percentile on state assessments, analytical writing skills of ninth grade students, and performance of students enrolled in Advanced Placement (AP) courses on the Advanced Placement (AP) assessments.

Facilitator

Professional Development Liaison and Sami Hamdan

Participants

Faculty

Schedule

Biweekly, from 9/3/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance 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 students in the lowest 25 percentile on state assessments.

G1.B1.S1 Intervention and Enrichment Opportunities

PD Opportunity 1

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 10/26/2015 to 6/9/2016

Budget

Budget Data

1	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, district, and school-based assessment results. As a result of data chats, students will be grouped in small cohorts to address deficiencies and teachers will provide differentiated instruction.	\$0.00			
2	G1.B1.S1.A2	Conduct a professional development opportunity to introduce the Saber Learning Lab and pull-out remediation program, including the student criteria and identification process. In addition, a parent orientation will be conducted to introduce the Saber Learning Lab and pull-out program, as well as, discuss the student benefits.	\$0.00			
3	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.	\$8,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data					
	5100	120-Classroom Teachers	7171 - Medical Academy For Science/Tech @ Homestead	General Fund	\$8,000.00
			<i>Notes: Discretionary Fund - Tutoring</i>		
4	G1.B1.S1.A4	<p>Students in the lowest 25 percentile will receive intervention to ensure their post-secondary success via the following methods: SAT/ACT bell ringers, college preparation presentations from the CAP Advisor, individual student advisement, alternative assessment administrations to ensure college acceptance (PERT), administration of the PSAT to all 10th grade students and interested 9th and 11th grade students, and the individual analysis of PSAT scores with students to identify areas of need. In addition, through our Citi Postsecondary Success Program (CPSP) grant from The Education Fund, students will benefit from research-based asset map workshops, college clubs, college fairs and events, parent outreach opportunities, higher education and community partnership engagements, college campus tours, FAFSA marathons, and financial aid assistance.</p>			\$0.00
5	G1.B1.S1.A5	<p>Several Professional Learning Community (PLC) opportunities will be provided to our faculty, including the following main focus areas: performance of students in the lowest 25 percentile on state assessments, analytical writing skills of ninth grade students, and performance of students enrolled in Advanced Placement (AP) courses on the Advanced Placement (AP) assessments.</p>			\$0.00
6	G1.B1.S1.A6	<p>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.</p>			\$0.00
7	G1.B1.S1.A7	<p>To ensure the success of the data-driven differentiated instruction initiative, the Saber Learning Lab remediation program, and the pull-out 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 the Professional Learning Communities (PLC) focus topics.</p>			\$0.00
Total:					\$8,000.00