

Miami-Dade County Public Schools

Mast Academy



2015-16 School Improvement Plan

Mast Academy

3979 RICKENBACKER CSWY, Key Biscayne, FL 33149

<http://mast.dade.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	22%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	73%

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

MAST Academy provides a Marine setting and nurturing environment for studies leading to academic success, career preparation, an appreciation of the sea, and environment awareness. Stakeholders work together to install a commitment to life-long learning and to advance and improve a challenging curriculum integrated with the sciences and technology.

Provide the school's vision statement

The stakeholders' vision for the MAST Academy is that the school becomes a nationally recognized leader in college preparatory and marine-related career education. To accomplish these ambitious goals, MAST Academy teachers, staff, parents, and community partners must prepare students to work in proximity to scientists, corporate leaders, and maritime industry professionals, conduct original ocean-going research, present papers at national and international conferences, demonstrate unwaveringly the values of honor and integrity, and enter the best colleges and universities in the world.

School Environment

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

During Open House, and other school events, ensure non-threatening methods of introducing parents to teachers and administrators.

Create the formats for inviting parent participation in the cultural education process.

Identify and engage school community stakeholders (i.e. parents, students, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.

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

In order to provide a safe, caring and orderly environment, mutual respect, all school personnel will demonstrate professionalism and common courtesy which are essential qualities that all need to demonstrate in promoting an educational environment free from disruptions, harassment, bullying and aggressive actions.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

All school site personnel monitor the school and report and suspicious activity to the school's administrative team.

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

Ensure teachers are trained in and utilize classroom management strategies.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will

convey and review expectations for each learning activity.

Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing behavior expectations.

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

Our school's Leadership Team meets weekly to discuss students with barriers to academic and social success.

School Counselor maintains a student check-in/check-out log, utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Instruction and various campus activities that address social/emotional needs of students.

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

Utilize data systems to target and identify students who have attendance, behavioral or academic concerns.

Create data decision rules for number of absences or OSS before referral generated to SBT.

Utilize student data from statewide and standardized assessments to identify student needs of the students and any barriers that may prevent their success.

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
	7	8	9	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	2	1	1	0	4
Level 1 on statewide assessment	6	4	3	1	14

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

Indicator	Grade Level		Total
	7	9	
Students exhibiting two or more indicators	1	1	2

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 our school will:

Use effective multi-disciplinary teams in place to problem solve and create action plans.

Use Reading Plus, Tutorials, Mentoring assistance.

Use departmental planned discussions with administration to review data and set goals for identified students.

Use notification procedures for parents, agency and community outreach.
Create evidence-based interventions with targeted solution focused on counseling to close student need gaps related to early warning systems.

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

Membership in the MAST Academy PTSA will increase from 489 members to 550 members during the 2015 - 2016 school year.

Provide and schedule parent meetings and school-sponsored activities at various times whenever possible to help increase the number of parents who attend.

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 forms and maintains key relationships and ensures that all stakeholders share a common vision for the success of all students.

Establishes collaborative structures to engage all stakeholders.

Encourages open dialogue about challenges and solutions.

Enges stakeholders in the use of data to facilitate an understanding of accountability and measurable results.

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
Otero, Josephine	Principal
Rodriguez, Maggie	Assistant Principal
Gould, Michael	Assistant Principal

Duties

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

Josephine Otero - Principal, Dr. Michael Gould and Dr. Maggie Rodriguez - Assistant Principals, Margaret Haun and Barbara Quinaz - Lead Teachers, Andrea Pastorello - Guidance Counselor,

Stella Crespo - Language Arts/Humanities Chairperson,
Dana Yancoskie - Mathematics Chairperson, Christine Walker – Science Chairperson, Ana Plana - Vocational Chairperson, Dora Barrios - Gifted Consult Teacher / Reading Resource Teacher. Each member of the committee will contribute strategies, barriers and various forms of evaluation in order to maintain or increase student achievement.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal: Assists the principal to ensure the school-based team is implementing MTSS/RtI.

Guidance Counselor: Assists with screening programs that provide early intervening services for students considered to be “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring. Takes chief responsibility for school-home communication in this area. Provides quality services and expertise in intervention with individual students. Student Services staff link child-serving and community agencies that support students and their families facilitating each young person’s academic, emotional, behavioral and social success.

Language Arts/Humanities Chairperson: Provides guidance on the comprehensive reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.

Mathematics/Science Chairperson: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans. Special Education (SPED) Teacher: Collaborate with general education teachers to facilitate SPED students’ success.

Gifted Consult Teacher: Collaborate with general education teachers to facilitate Gifted students’ success.

Reading Resource Teacher: Brokers technology necessary to manage and display data. Assists with data analysis.

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-based MTSS/RtI Leadership Team will focus meetings around how we develop and maintain a continuous problem-solving system to bring out the best in our school, our teachers and our students. The team will meet quarterly and after the administration of baseline, quarterly interims and Florida Standards Assessments to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or at moderate risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

All funds that enter the school will be used towards building our magnet themes. The intent is to improve achievement by focusing on our magnet programs; Maritime, Global Studies and STEM. The funds will be used to support teaching and learning. Our Lead Teachers will plan professional development opportunities for our staff. The funds will also be used to support theme-based learning during school and help fund our two week summer orientation program for incoming 8th and 9th

graders. Funds will be used to send staff to conferences and observe other schools with similar theme-based programs. In addition, these funds will be utilized to bring in specialists/consultants to help lift the magnet theme(s).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Josephine Otero	Principal
Margaret Haun	Teacher
Julie Hood	Teacher
Lilia Avendano	Teacher
Casey Fleming	Teacher
Kevin Mullin	Teacher
Fernando Carasusan	Teacher
Tomas Pendola	Teacher
Barbara Quinaz	Teacher
Katrina Orr	Education Support Employee
Theresa Kralievits	Education Support Employee
Trisha Conroy	Parent
Carolyn West	Parent
Shea Baldino	Student
Jose Ocana	Student
George Perez	Student
Logan Braswell	Student
Evan Forde	Business/Community
Barbara Norland	Business/Community
Erica Rule	Business/Community
Dona Widell	Parent

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) met to set priorities and revise strategies for the 2015 -2016 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) will assist in decision making which will affects instruction and the delivery of educational programs. The EESAC will also assist principals in the development of the SIP as well as the schools' budgets. The EESAC will work cohesively to

monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Preparation of the school's annual budget and plan

The projected school budget for the 2015-2016 school year was shared with the EESAC and input was collected. Currently, there is \$4989.00 in the budget. During the September 2015 meeting, updated budget information was shared and the SAC determined allocations for expenditures.

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

Last years' funds were predominately used towards the registration fee for school-related competitions.

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
Otero, Josephine	Principal
Haun, Margaret	Teacher, K-12
Pastorello, Andrea	Guidance Counselor
Walker, Christina	Teacher, K-12
Plana, Ana	Teacher, K-12
Crespo, Stella	SAC Member
Yancoski, Dana	Teacher, K-12
Quinaz, Barbara	Teacher, K-12
Rodriguez, Maggie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Common Core strategies will be implemented throughout all the disciplines. The utilization of reading practice to help students improve fluency, vocabulary and comprehension. The program will be used to prepare students for the critical reading section of the SAT, and help students build stronger reading skills to ensure their success in AP level courses which require college level reading skills. The LLT will provide major initiatives this year:

Provide Professional Development

Data disaggregation

Integrate MTSS/Rtl into school improvement planning.

Plan and implement strategies to ensure continual growth in student enrollment and achievement

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 Leadership Team encourages positive working relationships with teachers by participation in Department Team Meetings. Student academic and behavioral data is utilized to focus the meetings on students' academic and behavioral needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Maintain, develop, and schedule intense, sustained, and research-based professional development in pedagogy.

Implementation of the Deliberate Practice Growth Target (DPGT).

Establish relationships with state colleges/universities or academic institutions in order to provide advance degree program information to teachers.

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

Mentors and beginning teachers are paired based on department affiliation and compatibility. Our seasoned teachers are asked if they are willing to mentor a beginning teacher. If they agree, they will review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide beginning teachers through various procedures for school activities, field trips, and testing. Mastery of pedagogical and subject matter skills. Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Commitment to personal professional learning demonstrated by frequent participation in professional development. Overview of Mentoring and Induction for New Teachers (MINT)

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

Our school uses District adopted and supported instructional programs and materials to create ongoing opportunities for teachers to plan and discuss curriculum aligned to the Florida Standards. This supports a deeper level of comprehension. School leadership facilitates conversations and learning opportunities that promote dialogue to dispel misunderstandings, promote growth in instructional practice, and allow for a greater understanding of the curriculum and the 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

Our school utilized the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction. Our school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).

- Providing instruction aligned with the Language Arts Florida Standards for their grade level.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.
- Monitoring progress at the class and grade level during Department Team Meetings.
- Conducting data chats with students.

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: Extended School Day

Minutes added to school year: 1,200

Teachers begin lessons with a short review of what was instructed in the previous class to assist in building memory recall. Instruction is taught in a step-by-step method. Questioning techniques are used frequently to ensure students' are grasping the lesson. Teachers act as facilitators to students, guiding them through the lesson and activities. Teachers collaborate, plan and attend professional development workshops pertinent to their discipline.

Strategy Rationale

Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rodriguez, Maggie, maggie_rodriguez@dadeschools.net

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

Data is periodically reviewed and analyzed by administrators and teachers in order to drive instruction. Areas that reflect student strengths" are reinforced. However, emphasis on instruction is placed on students' areas of deficiencies.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.

- Collaboration occurs across grade levels, content areas, and feeder schools.
- Staff members implement a formal process that promotes productive discussion about student learning.

School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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 Academy will administer the PSAT cost free to all ninth and tenth graders, as provided by the district. All ninth and eleventh graders are also strongly encouraged to take the PSAT. MAST Academy will make additional efforts to ensure that a maximum number of ninth and eleventh graders take advantage of testing opportunities. MAST Academy, the school's EESAC, and the MAST PTSA work in partnership to maximize student exposure to this exam also. Through the leadership and student services teams, MAST Academy consistently reviews and monitors students' progress towards qualification for the Florida's Bright Futures Scholarship programs. For the 2015-2016 school year, MAST Academy offers four A Level Cambridge Courses, 12 AS Level Cambridge Courses, 13 Advanced Placement courses, and three Dual Enrollment courses at MAST Academy with opportunities at two local colleges. All students are highly encouraged to enroll in Honors, Advanced Placement, and Dual Enrollment course opportunities to prepare for post-secondary preparation. Students are encouraged to utilize the Khan Academy tutorials for remediation and SAT preparation. All students at MAST Academy take four years of Science and Math.

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

The rigors of the courses offered at MAST require challenging instruction and support to meet our high standards. Through various intervention strategies, students are afforded extended learning opportunities which assist them in meeting criteria. Our programs are designed to focus on one career of choice. The courses in each program scaffold; leading up to that career choice. This in turn assists our students to become readily prepared for their post-secondary experiences.

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

At MAST Academy, our high school students either follow a Maritime track, or a Cambridge STEM or Global Studies track during their four years. All of our students are allowed to select from either our Advanced Placement courses, our AS and A Level Cambridge courses and /or college-level dual enrollment courses in order to challenge themselves and to provide exploration of their interests. All students must complete four years of coursework in mathematics and science, and many complete six or more courses in each of these areas. Required internships provide applications for the students' knowledge and abilities. Students complete at least seventy-five hours of community service with a focus on a particular theme or project. This instills a sense of empowerment and responsibility for students' roles in the stewardship of our marine environment and responsible citizenry. The consistent emphasis on our marine theme adds cohesiveness to our students' experience. A Cambridge Program was established in 2012 in order to accommodate residents from Key Biscayne. Although the program is open to students district-wide, students who meet criteria and are Key Biscayne residents have preference in entering the Cambridge program. The Cambridge Curriculum includes; The Cambridge Secondary 1 Program for 7th and 8th grades, The Cambridge Pre-AICE Program for 9th and 10th grades and The Cambridge AICE program for 11th and 12th grades. Three Cambridge Academies are offered at MAST Academy; Cambridge General Studies (grades 6-8), Cambridge Science, Technology, Engineering, and Mathematics (STEM) (grades 9-12) and Cambridge Global Studies (grades 9-12). MAST Academy has a new building structure to accommodate the expansion of the school. School staff members guide students and parents in the course selection process. Most students complete an internship for graduation, and all the sites listed accept student interns each year, bringing our students into contact with some of the world's top scientists and researchers. As a result of our internship program, many of our students are not only exposed to but participate in marine research before graduation. For example, Marine Biology students join University of Miami researchers, boarding vessels to capture, tag, and record data on local sharks. Project information and the movement of satellite-tagged sharks can be followed on a website, and students analyze project data. Tours of laboratories and research vessels, volunteer

opportunities, and classroom visits all showcase state of the art marine research problems and the people who solve them. The Coast Guard Academy's Junior Leadership Program resides at MAST, and is supported by a nearby Coast Guard Base through field trips and direct program support. This maritime-focused local environment provides a perfect nurturing ground for our mission and vision, with an ample supply of partners from government and private industry with related expertise. Our aquatics-based physical education program features advanced swimming and water safety, life guarding, kayaking and sail boarding, and an option to earn scuba certification. The marine theme is woven throughout the curriculum, from the works of Melville and Hemingway in Language Arts, to navigation routes in history classes, to the engineering of underwater robots and a solar powered boat. Science and mathematics classes employ marine-based examples such as the use of geometry in navigation, the calculation of breathing gases for deep diving operations, or the water chemistry of reef aquaria. Marine organisms and ecosystems are used in science courses for models, case studies, and study specimens. Biology classes showcase marine invertebrates and the roles they may play in the future of health and medicine. Our waterside location is the ideal setting for a marine theme program, and it is utilized to the fullest extent.

The counselor meets with students (and often parents) to finalize subject selection. The student, parents, and counselor will be involved in the development and maintenance of a course and graduation plan. Tenth and eleventh grade English classes have a career planning and resume development component. Academic intervention occurs with students who are failing to meet the academic standards expected of students attending MAST Academy. MAST offers two CAPE Academies, Engineering and Culinary Arts, and the students are encouraged to participate in the corresponding CTE exams. MAST also participates in a wide variety of competitions, including Engineering and Robotics competition and National Oceanic Science Bowl.

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

- Leadership Team reviews and provides assistance to specific students as needed.
- Provide students and parents with college readiness workshops.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- Conduct informational meetings with parents to explain their role in assisting students with being ready for college.

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

G070528

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	97.0
AMO Reading - ED	97.0

Resources Available to Support the Goal 2

- Contact experts, lap top carts, issued tablets for 9th graders, strong community partners, strong PTSA, implementation of P.L.C's, strong lead teacher, strong department chairs, alumni involvement, abundance of field trip opportunities for students

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of data to drive instruction

Plan to Monitor Progress Toward G1. 8

Consistently monitor the progress toward meeting the goal of effective Gradual Release Responsibility Model instruction by desegregating the data from Gateway 2 Data.

Person Responsible

Josephine Otero

Schedule

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

Evidence of Completion

Data from Gateway 2 Data

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**

 G070528

G1.B2 Inconsistent use of data to drive instruction **2**

 B183746

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S195384

Strategy Rationale

There is limited evidence of Gradual Release Reliability Model instruction being used in the classroom. This strategy will address allow us to use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 **5**

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during a faculty meeting.

Person Responsible

Josephine Otero

Schedule

On 9/1/2015

Evidence of Completion

Meeting agenda, sign-in sheets and handouts

Action Step 2 5

Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.

Person Responsible

Josephine Otero

Schedule

Daily, from 9/24/2015 to 6/9/2016

Evidence of Completion

Classroom visitation logs, lesson plans, student data, data chats

Action Step 3 5

Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

Person Responsible

Josephine Otero

Schedule

On 9/24/2015

Evidence of Completion

Classroom visitation logs, teacher observations

Action Step 4 5

Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

Person Responsible

Josephine Otero

Schedule

Weekly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Administrative logs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Consistently monitor the fidelity of the implementation of Gradual Release Responsibility Model instruction by conducting walkthroughs.

Person Responsible

Josephine Otero

Schedule

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

Evidence of Completion

Walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Consistently monitor the effectiveness of the implementation of Gradual Release Responsibility Model instruction by conducting walkthroughs.

Person Responsible

Josephine Otero

Schedule

Daily, from 9/28/2015 to 6/9/2016

Evidence of Completion

Walkthrough notes

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.B2.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during a faculty meeting.	Otero, Josephine	9/1/2015	Meeting agenda, sign-in sheets and handouts	9/1/2015 one-time
G1.B2.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.	Otero, Josephine	9/24/2015	Classroom visitation logs, lesson plans, student data, data chats	6/9/2016 daily
G1.B2.S1.A3	Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Otero, Josephine	8/31/2015	Classroom visitation logs, teacher observations	9/24/2015 one-time
G1.B2.S1.A4	Provide additional support across all content areas on the effective	Otero, Josephine	10/1/2015	Administrative logs, lesson plans	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of the Gradual Release Responsibility Model during professional learning communities.				
G1.MA1	Consistently monitor the progress toward meeting the goal of effective Gradual Release Responsibility Model instruction by desegregating the data from Gateway 2 Data.	Otero, Josephine	8/24/2015	Data from Gateway 2 Data	6/9/2016 monthly
G1.B2.S1.MA1	Consistently monitor the effectiveness of the implementation of Gradual Release Responsibility Model instruction by conducting walkthroughs.	Otero, Josephine	9/28/2015	Walkthrough notes	6/9/2016 daily
G1.B2.S1.MA1	Consistently monitor the fidelity of the implementation of Gradual Release Responsibility Model instruction by conducting walkthroughs.	Otero, Josephine	8/24/2015	Walkthrough notes	6/9/2016 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.B2 Inconsistent use of data to drive instruction

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during a faculty meeting.

Facilitator

Otero, Josephine, Principal; Gould, Michael, Assistant Principal, Rodriguez, Maggie, Assistant Principal

Participants

Classroom teachers

Schedule

On 9/1/2015

PD Opportunity 2

Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.

Facilitator

Otero, Josephine, Principal; Gould, Michael, Assistant Principal, Rodriguez, Maggie, Assistant Principal

Participants

Classroom teachers

Schedule

Daily, from 9/24/2015 to 6/9/2016

PD Opportunity 3

Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

Facilitator

Otero, Josephine, Principal and Gutierrez, Ruth Professional Development Liaison

Participants

Instructional Staff

Schedule

On 9/24/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model during a faculty meeting.	\$0.00
2	G1.B2.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.	\$0.00
3	G1.B2.S1.A3	Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	\$0.00
4	G1.B2.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	\$0.00
Total:			\$0.00