

Jose Marti Mast 6 12 Academy



2016-17 Schoolwide Improvement Plan

Jose Marti Mast 6 12 Academy

5701 W 24TH AVE, Hialeah, FL 33016

<http://martimast.dadeschools.net>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|-------------------------------------------------------------------------------|
| High School 6-12 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 96% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | A | A |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jose Marti Mast 6 12 Academy

| DA Region and RED | DA Category and Turnaround Status |
|------------------------------------------------------|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At José Martí MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, to the application of the sciences. The mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

b. Provide the school's vision statement.

José Martí MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

2. School Environment

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

The school provides various methods to learn about different cultures. Some of the methods are as follows:

- * A wide array of clubs and activities are provided and geared towards inclusive activities.
- * Monthly multi-cultural themes
- * Students learn about the accomplishments, inventions and discoveries of people from various cultural backgrounds while still maintaining a focus on mathematics and science.
- * To promote cultural understanding, students are involved in competitions such as the CISCO Escuela challenge which incorporated scientific dialogue with Mexico and China.

To build relationships with students the guidance department, which consists of 2 counselors, a College Assistance Program (CAP) advisor, a magnet lead teacher, and an ESE program specialist. Students meet with their assigned counselor at least once a quarter. Additionally the guidance department has an open door policy and does not turn away a child in need. The administrators also implement an open door policy for students, teachers and parents alike.

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

Safety is a primary focus of the school. Security is at the school site beginning at 6:30am until 4:30pm since we are a magnet school and parents are travelling from a number of cities to attend our school. The school has also implemented the Values Matter initiative which has permeated the school in a very positive manner. Additionally the school has implemented the following to assist students and ensure that they feel included in all aspects of the school:

- * Anti-bullying campaigns
- * Gay/ Straight Alliance club
- * Sexual Minority network counselor
- * Anonymous Bully Box
- * Open door policy for counselors and administrators
- * Promotion of the district and federal "If you see something, say something" Campaign

c. 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.

Teachers and staff are addressed in the opening of school meeting about the schools policies and procedures that are in place within the Student Code of Conduct and the proper process to follow. Clear behavioral expectations are discussed and remedies to various situations. Clear procedures in place for the faculty and staff regarding enforcement. Attendance and tardies are also discussed and procedures are in place for these instances as well.

d. 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 guidance department, which consists of 2 counselors, a College Assistance Program (CAP) advisor, a magnet lead teacher, and an ESE program specialist have an open door policy and do not turn away a child in need. The administrators also implement an open door policy for students, teachers and parents alike. The following are in place:

- * Agreements with school community agencies for student-family support
- * Schedule of family services, e.g., parent classes, survival skills
- * Social classes and services, e.g., bullying, character education
- * List of support services available to students
- * Description of IEP process
- * Utilization of the school psychologist and school social worker for necessary situations

3. Early Warning Systems

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

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

- * A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.
- * Course failure in English Language Arts or Mathematics

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|----|----|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 3 | 7 | 2 | 1 | 6 | 28 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 17 | 11 | 6 | 5 | 0 | 0 | 47 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 1 | 0 | 1 | 0 | 11 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

To remedy students scoring low in their Language Arts classes and mathematics class have been placed in an Intensive reading class and have been assigned I-ready and are attending mandatory tutoring. These students are placed on probation based on their quarterly grades. They meet with the counselor and an administrator on a quarterly basis. Parents are asked to sign probation letters and meetings are done based on the severity of the grades and the needs of the students.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

See the Parent Involvement Plan as we are a Title 1 school

2. 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.

Partnerships have been established with a variety of organizations ranging from Zoo Miami to local universities. Florida International University (FIU) is working with us to further develop and expand our research curriculum, pairing our student with FIU students to conduct research at the University's facility. FIU also has a standing invitation with the school for students to participate in the Honors College's Advanced Research and Creativity through Honors (ARCH) Symposium. Miami Dade College (MDC) has forged a relationship with our science department where our students conduct labs in their new state of the art facility with both Jose Marti MAST teachers as well as college professors. MDC is also providing our students with a genuine college experience by offering our dual enrollment courses on their campus. LARC Technical Institute provides all interested 10th grade students with the opportunity for an internship at their institute. The Miami Science Museum has also become a partner and is working in conjunction with our teachers to establish and monitor an aquaponics system within the school as part of the science and research curriculum. The National Association for Stock Car Auto Racing (NASCAR) showcases how STEM and teamwork come alive outside the classroom in sports and potential careers through hands on activities and driver integration. We have further expanded our partnership with NASCAR by becoming involved in the Ten80 Racing challenge which is part of the NASCAR STEM league. The Ten80 program uses racing as a platform to discuss STEM curricula as well as teamwork. Students are exposed to various disciplines through the engineering and business components. The school has also partnered with Florida Power and Light (FPL) to pilot a program on the utilization of a Photovoltaic device to convert sunlight into electricity. The University of Miami School of Engineering also provides our students with presentations followed by collaborative activities with the students. Additionally the University's Health System is conducting actual research in conjunction with our students and walking the students through the entire research process.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------------|---------------------|
| Enriquez, Jose | Principal |
| Buttacavoli, Sofia | Assistant Principal |
| Thompson, Martinnette | Teacher, K-12 |
| Kearns, Andrew | Teacher, K-12 |
| Dean, Paul | Teacher, K-12 |
| Horgan, Marlena | Teacher, K-12 |
| Cruz, Albina | Teacher, K-12 |
| Luis, Gladys | Teacher, K-12 |
| Fonts-Masvidal, Catalina | Teacher, K-12 |
| Mitchell, Lynette | Teacher, K-12 |

b. Duties

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

The team members at Jose Marti are dedicated to enhancing the instructional capacity of teachers. Jose Enriquez, Jr., Principal - Oversees the curriculum implementation, conducts monthly cabinet to discuss the state of the school and make necessary adjustments.

Sofia Buttacavoli, Assistant Principal - oversees curriculum implementation and provides feedback to teachers via PLC regarding best practices.

Gladys Luis, ELL Dept. Chair - maintains files on ESOL students and keeps them updated. Makes recommendation for exiting students or referring them for further services.

Catalina Fonts-Masvidal, Student Services Dept. Chair - maintains student records and assists them with their socio-emotional issues. Track their academic and developmental progress to ensure their high school graduation.

Martinnette Thompson, Language Arts Dept. Chair - Provides teachers with writing lessons that can be infused in multiple disciplines.

Albina Cruz, Media specialist - provides teachers with technical support as well as inform teachers of technology and educational resources available for teachers.

Azadeh Trinidad School psychologist - Provide students with emotional needs with coping strategies. Follow up with students who have specified services delineated in any official documents.

2. 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 Jose Marti's Leadership Team strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure

through early intervention. The MTSS Team will meet once a month. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Department chairs, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Jose Enriquez | Principal |
| Anthony Machado | Teacher |
| Charlie Gutierrez | Parent |
| Maria Malik | Education Support Employee |
| Tukeliah Gullett | Teacher |
| Tania Perez | Student |
| Katherina Melendez | Student |
| Osvaldo Padron | Parent |
| Eddy Barrea | Business/Community |
| Ivelisse Pacheco | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2016-2017 School improvement plan was essential in providing the school guidance in instruction. Adjustments will be made at the Mid-year point to increase student performance and achievement based on District generated interim assessments.

b. Development of this school improvement plan

The SAC committee reviews and provides input on a monthly basis. Input was provided at the conclusion of the 2015-2016 school year. Suggestions and recommendations were given by each department and discussed at the final SAC meeting.

c. Preparation of the school's annual budget and plan

School Improvement funds have been allocated to purchase agendas for the entire student body in order to assist them with their organizational skills. Additionally, recommendations on purchases are made by teachers and voted on by the SAC committee.

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

School Improvement funds will be allocated to purchase agendas for the entire students body in order to assist them with their organizational skills.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------------|---------------------|
| Enriquez, Jose | Principal |
| Buttacavoli, Sofia | Assistant Principal |
| Thompson, Martinnette | Teacher, K-12 |
| Luis, Gladys | Teacher, K-12 |
| Cruz, Albina | Instructional Media |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT for the 2016 – 2017 school year are to:

- offer professional growth opportunities for team members
- create a capacity of reading/ writing skills within the school building and focus on areas of literacy concern across the school
- creating a collaborative environment that fosters sharing and learning
- develop a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

D. Public and Collaborative Teaching

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

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

Teachers meet weekly in their Professional Learning Communities (PLC). Typically they are departmental, however, in some instances departments meet together to discuss common trends that they are observing with their students. Agendas and minutes of collaborative learning committees are maintained to observe trends and attendance. These interdisciplinary meetings have spawned the following:

- Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project
- Common language, protocols and reporting tools
- Examples of improvements to content and instructional practice resulting from collaboration
- *Conversations and demonstrations of best practices

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

Positions are posted on teacher match to promote positions. Additionally the school allows internships and field observations through local colleges and universities to be conducted on campus. Soliciting referrals from current employees has also generated good teaching candidates. Once new teachers are hired administration meets monthly with new teachers. Finally, teachers are placed in the MINT Program and i3NTC Mentor program, which we are currently piloting.

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

We have paired teachers in the same department to provide for a more seamless transition with the day to day questions, especially since they are in the science department. They will be meeting with their paired mentor on a bi-weekly basis at first and then transitioning to monthly as part of the mentoring programs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers review and discuss the district's pacing guide as well as methods to implement it more effectively based on best practices. Teachers also visit the FSassessments.org website during their PLC to find additional resources.

- * Ongoing subject specific professional development on the Florida Standards.
- * Consistently monitoring of the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility model during writing instruction, including intentional planning for accountable student talk.
- * Conduct classroom walk-throughs to monitor the implementation of developed lesson plans and the use of collaborative structures.

b. Instructional Strategies

1. 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.

In order to improve conditions that support student learning, our school starts the year analyzing data from the FSA Assessment results in our first faculty meeting and we continue analyzing school performance and student data after each Baseline and Interim Assessments in order to provide students with the best curriculum and instructional strategies. With these analyses, we are also able to target the lowest 25% and offer the necessary tutoring and differentiated instruction to allow these students to improve academically. Our faculty, staff, and stakeholders in general are willing to continue working collaboratively to improve and well prepare our students for their future endeavors. The teachers then align their weaknesses with the Florida Standards.

2. 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: 1,800

Enrichment as well as remediation for current coursework and homework assistance. Students who fall into the lowest 25% will be targeted for reading remediation through the use of I-ready and Common core materials.

Strategy Rationale

Our student population are predominantly proficient in standardized exams, therefore they need assistance to maintain these high levels of performance

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Buttacavoli, Sofia, sbuttacavoli@dadeschools.net

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

The lead teacher will pull reading plus reports as well as student I-Ready reports to analyze and review their baseline and interim assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Counselors conduct articulation sessions by grade level to inform students of the upcoming course options are reviewed as well as individual student histories. Following these classroom presentations, counselors conduct one-on-one student meetings to review and recommend the best academic track for the student based on their scores and requirements of their cohort year.

b. College and Career Readiness

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

In order to achieve this goal, there will be an interdisciplinary approach to science, technology, and mathematics instruction. For example, Language Arts curriculum will incorporate the processes of research and technical writing, and include science topics and concepts in the design of creative literary pieces. Mathematics will include statistical analysis and interpretation of data. Social studies classes will incorporate current ethical, political, social, and geographical issues as they relate to science and technology. A strong theme of this school entails expressing scientific ideas through verbal and written communication skills.

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

MAST @ Jose Marti will provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics/computers/technology, field studies, projects, competitions, and scientific research throughout their middle and high school years. With this focus in mind, the entire school will be thematically tied to scientific and mathematical research, methodology, and most importantly to the application of the sciences.

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

Students will be given the opportunity to participate in university level courses through a Dual Enrollment program and will participate in internships dealing with computers, mathematics, and scientific research. Students will gain experience in conducting research, gathering data, and communicating ideas with other researchers and the community at large. 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 Jose Marti MAST Academy take four years of Science and Math.

4. 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.

Last year marked our second graduating class where we had a 100% graduation rate as well as 98% college acceptance.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If instruction is improved in core courses then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If instruction is improved in core courses then student achievement will increase. 1a

G087836

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 85.0 |
| FSA Mathematics Achievement | 85.0 |
| Bio I EOC Pass | 93.0 |
| U.S. History EOC Pass | 95.0 |
| Civics EOC Pass | 85.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with the appropriate integration of technology in order to generate higher order thinking.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discovery education, One Note, gizmo, geometer's sketchpad, HMH integrated technology, promethean boards, smart boards

Plan to Monitor Progress Toward G1. 8

The amount of instances that technology is seen in daily lessons

Person Responsible

Albina Cruz

Schedule

Weekly, from 9/13/2016 to 9/13/2016

Evidence of Completion

Student work and teacher lessons

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. If instruction is improved in core courses then student achievement will increase. **1**

 G087836

G1.B1 Teachers struggle with the appropriate integration of technology in order to generate higher order thinking. **2**

 B233530

G1.B1.S1 Provide teachers with ample opportunities for in-house PD on technology **4**

 S246423

Strategy Rationale

Strategy implementation will strengthen the essential condition of Professional Capacity, which includes public and collaborative teaching.

Action Step 1 **5**

Teachers will attend in house PD on the various technological options available

Person Responsible

Jose Enriquez

Schedule

Monthly, from 9/6/2016 to 2/6/2017

Evidence of Completion

Correct and appropriate implementation of technological resources available.

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

Teachers will debrief in departmental PLC meeting to discuss best practices and lesson plans.

Person Responsible

Andrew Kearns

Schedule

On 6/8/2017

Evidence of Completion

Teacher lesson plans and student generated work completed on a technological platform.

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

Administrative walk through and PLC meeting minutes

Person Responsible

Sofia Buttacavoli





Schedule

Weekly, from 9/13/2016 to 6/8/2017

Evidence of Completion

PLC meeting minutes and walk through observations

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------|-------------------------------|----------------------------------------------------------------------------------------|--------------------|
| 2017 | | | | | |
| G1.MA1  M333026 | The amount of instances that technology is seen in daily lessons | Cruz, Albina | 9/13/2016 | Student work and teacher lessons | 9/13/2016 weekly |
| G1.B1.S1.A1  A319721 | Teachers will attend in house PD on the various technological options available | Enriquez, Jose | 9/6/2016 | Correct and appropriate implementation of technological resources available. | 2/6/2017 monthly |
| G1.B1.S1.MA1  M333024 | Administrative walk through and PLC meeting minutes | Buttacavoli, Sofia | 9/13/2016 | PLC meeting minutes and walk through observations | 6/8/2017 weekly |
| G1.B1.S1.MA1  M333025 | Teachers will debrief in departmental PLC meeting to discuss best practices and lesson plans. | Kearns, Andrew | 9/13/2016 | Teacher lesson plans and student generated work completed on a technological platform. | 6/8/2017 one-time |

V. Professional Development Opportunities

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

G1. If instruction is improved in core courses then student achievement will increase.

G1.B1 Teachers struggle with the appropriate integration of technology in order to generate higher order thinking.

G1.B1.S1 Provide teachers with ample opportunities for in-house PD on technology

PD Opportunity 1

Teachers will attend in house PD on the various technological options available

Facilitator

Jose Enriquez

Participants

Classroom teachers

Schedule

Monthly, from 9/6/2016 to 2/6/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---------------------------------------------------------------------------------|-------------------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | Teachers will attend in house PD on the various technological options available | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7291 - Jose Marti Mast 6 12 Academy | School Improvement Funds | | \$1,000.00 |
| | | | Notes: Additional computers | | | |
| Total: | | | | | | \$1,000.00 |