

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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Medical Academy For Science And Technology (M.A.S.T.) @ Homestead

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. In addition, at the classroom level and through their foreign language courses, students bring in cultural artifacts and present to the teachers and their peers about their culture. Students also have the opportunity to join extracurricular clubs focused on cultures and diversity.

b. 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 violations to our safety and respect policies, which are 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 aware to communicate any information regarding bullying to any faculty and/or staff member and they are often reminded of the importance of reporting issues.

Staff supervision is provided before, during and after school, as well as, during the transition of 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 department visits classrooms and constantly encourages students to visit their office for any issues that need to be addressed.

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)

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.

MAST @ Homestead implements several model student conduct recognition initiatives 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, teachers provide 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. The student body, via grade level assemblies, will develop individual student goals for the school year. The goal setting initiative will promote highly engaged students. 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 students requiring intervention utilizing several data sources and develop individualized action plans. MAST @ Homestead will implement an Alternative to Suspension initiative focusing on improving student conduct rather than merely implementing consequences.

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 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 counseling, group counseling, academic guidance, crisis management services, and facilitate parent-teacher conferences. In addition, the school district offers assistance and services for students whose needs may not be met by the school's Student Services department. The Student Services department reviews academic performance of students and provide remediation when necessary.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The targeted early warning system (EWS) indicators are listed below. MAST @ Homestead will utilize the targeted indicators in order to provide assistance to students and implement remediation strategies.

Attendance:

1. Attendance below 90 percent, regardless of whether the absence is excused or a result of an 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.

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	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	0	0	0	0	5	3	1	9	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	6	24	13	9	52	

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	3	0	4	1	8

c. 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 via the early warning system (EWS), the school will implement the following strategies:

1. Monthly monitoring of the academic progress in each class by the school's EWS team (teacher conferences will be scheduled as needed).
2. Monthly meetings with the students and counselors to address the areas of concern (data driven).
3. Monthly parental contacts to address the on-going progress of students.
4. Students that demonstrate a continuous deficiency will participate in conferences involving the administration, parents, student, and counselors.
5. Students will be referred to the Saber Learning Lab (after school remediation program).
6. Students will participate in our remediation programs, including our pull-out program (schedules permitting).
7. Students will be recognized when they display improvements and may be unavailable to participate in extra-curricular events when they decline in performance.
8. Students will be placed on academic probation with the possibility of returning to their home school.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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.
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 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 based on their interests.
9. Evaluate parental involvement quarterly and focus on the strategies that have demonstrated success, as well as, remediate unsuccessful strategies as necessary.

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.

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 and at the same time, students provide a service to community.
3. Facilitate "Dual Enrollment" and "Early Admissions" opportunities through local college and university 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 (FIU) 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 school of medicine 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. The Baptist Hospital partnership also allows students to learn from medicine practicing professionals.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Noffo, Lisa	Principal
Hamdan, Sami	Assistant Principal
Martinez, Nichol	Teacher, K-12
Weinstein, Lynda	Teacher, K-12
Venzal, Laura	School Counselor
Baugh, Dana	School Counselor

b. Duties

1. 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 the activities the school will provide to effectively enhance student achievement.
2. Sami Hamdan, Assistant Principal: Participates in the 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. The assistant principal assists the principal in all aspects of school operations, instruction, safety, budget, and facility maintenance.
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.

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 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 coverage 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 as 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 professional development needs quarterly based on data. 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
15. Provide teachers with opportunities to meet bi-weekly through grade level teams and content level teams in order to develop from best practices and enhance the overall teaching and learning experiences at our school. Person(s) Responsible: Leadership Team
16. Ensure the Biomedical students utilize the Career and Technical Education (CTE) resources, including the second semester tutoring sessions, in order succeed in the Industry Certification exam.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Noffo	Principal
Adalis Garcia	Teacher
Lynda Weinstein	Teacher
Michael Gustin	Teacher
Lema Gilliard	Teacher
Vicky Hernandez	Education Support Employee
Marisel Yee	Education Support Employee
Evans Loctar	Parent
Elvis Maldonado	Business/Community
Dale Machesic	Business/Community
Winston Lee	Teacher
Ashlee Sealy	Student
Natasha Olivera	Parent
Matthew Mullings	Student
Jeff Lazzeri	Business/Community
Geeta Rajpal	Parent
Sherri Lytle	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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. The funds were utilized for department, student, faculty and school-wide needs and initiatives via the principal's discretionary account. The total EESAC budget amount was \$ 2,875.00

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
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
Baugh, Dana	School Counselor
Ruhmann, Brian	Teacher, K-12
Molina, Wendy	Teacher, K-12

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 PLC and the second will be a content area PLC. Both PLC initiatives will provide teachers with opportunities for common planning, best practices, curriculum enhancements, data analysis, technology integration strategies, differentiated instruction strategies, and other 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. Also, faculty and staff will have school culture enhancement workshops during early release days. In addition, every faculty member created an individual faculty goal for the school year during our opening of schools meeting.

2. 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. Professional learning activities focused on the development and alignment of instructional resources will be offered in order to assist teachers.
5. The principal will solicit referrals from current faculty 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.

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

New teachers are paired with veteran teachers in order to assist the rookie teacher with day-to-day procedures 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)

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.

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 CPALMS. All of the instructional programs and materials are facilitated via the district office and are aligned to the Florida Standards. The leadership team will provide support for faculty members struggling with the alignment of their core instructional programs and materials to the Florida Standards.

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.

Teachers will be provided with an overall school performance report and individual student data. 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 the 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 pull-out program using the Edgenuity software program and small group intervention.

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: After School Program

Minutes added to school year: 16,200

The school has adopted a remediation and tutoring after school program that will be implemented via the Saber Learning Lab from 2:30 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 via peer tutoring. 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, as a result of our school data analysis, identified a deficiency in overall student proficiency in Geometry, as well as, the progression of the lowest 25 percentile in Geometry.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hamdan, Sami, pr7008@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 and End-of-Course assessments. In addition, the Edgenuity software program utilized for remediation provides the administration with a student specific 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.

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 level. 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). MAST @ Homestead will focus on the barriers and goals identified on the School Improvement Plan. Some focus topics will include: academic/technical writing, student retention, college readiness, inquiry-based curriculum development, SAT/ACT success, Differentiated Instruction, improvement strategies for the lowest 25 percentile, Advanced Placement (AP) teaching and learning strategies, technology integration, and acceleration opportunities for students.

Strategy Rationale

The school's Leadership Team, Curriculum Council, and Literacy Leadership Team identified a need to focus on acceleration strategies and opportunities for students, as well as, enhance the collaboration efforts of our faculty.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hamdan, Sami, pr7008@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 and End-of-Course assessments. In addition, the Edgenuity software program utilized for remediation provides the administration with a student specific 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. The administration will conduct PLC walk-throughs and ignite a dialogue between the PLC members to determine the effectiveness of the PLC. Adjustments and revisions will be recommended based on the follow-up and PLC walk-throughs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 2017 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. The students will complete case studies, which combine students from all four academies to develop a solution for the medical condition mentioned on the case study promoting collaboration between all students. The student government will also work closely and share effective strategies with different grade level officers to ensure success in the appropriate grade levels. The school's leadership will 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 offer upper class-men students with College application resources, scholarship resources, one-on-one academic assistance, and college level success strategies. Our 12th grade students will participate in internship opportunities, which provide students with a preview of their career choice. Lastly, a Freshman Academy was developed in order to provide 9th grade level students with resources aimed to ensure student success in high school. The Freshman Academy will host new student orientations during the summer months, offering students with the opportunity to become acquainted with our school. The Student Services department will develop and conduct workshops with targeted students.

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.

MAST @ Homestead's Student Services department will meet with students in order to advise them of course selections which align with the students' interests and post-secondary goals. Our school will implement a complex college readiness program, which will offer several opportunities to participate in activities dedicated to the effective transition to college, including workshops, college clubs, college fairs and events, parent outreach, higher education and community partner engagement, college campus tours, FAFSA marathons, financial aid assistance, and data collection and evaluations. In addition to the Fall and Spring College Fairs, individual institutions are invited to the school in order to conduct admission presentations for interested students. College Application Week is an event in October where Seniors are allowed computer lab time to complete college applications and receive answers to questions during the process. Our Financial Aid parent night provides information and offers an interactive session on completing the FAFSA. The school collaborates with Colleges' STEM programs to provide essential admission requirements and program information to students.

We 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.

Our student body is highly encouraged to accelerate during their high school years. Students and parents receive information throughout the school year on best practices. Students can accelerate via Advanced Placement, Dual Enrollment on and off campus, and Industry Certification courses.

2. 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 students 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.

3. 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 an academy course based on the Project Lead the Way (PLTW) curriculum throughout their four years. The Biotechnician Assistant industry certification will be available for 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 provide students with current and accurate information regarding the post-graduation transition process. MAST @ Homestead has invited colleges, universities and professionals in the health care field to meet with students and provide industry advice. MAST @ Homestead also provides a career fair where professionals in the health care field attend and present to 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.

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.

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:

1. Starting in 9th grade, students will participate in College Readiness Projects via their English courses. The projects will include career choice options, searches for prospective colleges and universities, writing an entrance essay, gathering transcripts, and ensuring the student meets the college entrance requirements.
2. MAST @ Homestead will have an SAT and ACT participation initiative to ensure that all students register and participate in one or both of the exams.

3. Students will have the opportunity to register for Advanced Placement courses, Industry Certification 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. Students that have not taken advantage of the aforementioned acceleration options will be enrolled in a Dual Enrollment college readiness course during the Spring semester of their senior year. The opportunity to accelerate along with our intervention strategies will reduce the number of students enrolled in college level remedial courses.
4. Students that perform poorly in state exams will be administered the Postsecondary Education Readiness Test (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 will integrate a college readiness program, which will provide students with several opportunities to participate in activities dedicated to the effective transition to college, including workshops, college clubs, college fairs and events, parent outreach, higher education and community partner engagement, college campus tours, FAFSA marathons, financial aid assistance, data collection and evaluations, and Bright Futures Scholarship assistance.
8. In the winter, the Class of 2017 cohort will participate in a college forum with the current 12th grade level students to discuss strategies that will assist in making the transition between high school and college successful.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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 core instruction is increased in all content areas then student achievement will improve. 1a

G096935

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0
Math Lowest 25% Gains	60.0
Geometry EOC Pass Rate	85.0
FSA ELA Achievement	94.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	78.0
CTE Industry Certification Exam Passing Rate	100.0
Bio I EOC Pass	99.0
U.S. History EOC Pass	96.0
4-Year Grad Rate (Standard Diploma)	100.0
High School Acceleration	80.0

Targeted Barriers to Achieving the Goal 3

- An identified barrier at MAST @ Homestead is the number of Geometry proficient students as evaluated on the Geometry End-of-Course examination.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide data chats
- Saber Learning Lab
- School-wide technology
- Professional development opportunities
- Professional Learning Communities (PLC)
- Instructional Software programs (Edgenuity, Reading Plus)
- Highly qualified teachers
- Pull-out Remediation Program
- Parent informational meetings
- Student Services department
- Dual Enrollment offerings
- STEM strategies
- Student internships

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 8/21/2017 to 6/8/2018

Evidence of Completion

Data disaggregation, M-DCPS district assessments, Florida Standards Assessments, End-of-Course assessments, school-based assessments, acceleration examination results, dual enrollment course grades.

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 core instruction is increased in all content areas then student achievement will improve. 1

G096935

G1.B1 An identified barrier at MAST @ Homestead is the number of Geometry proficient students as evaluated on the Geometry End-of-Course examination. 2

B260776

G1.B1.S1 Intervention and Enrichment Opportunities 4

S276152

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 8/21/2017 to 6/8/2018

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. The professional development opportunity will also focus on differentiated instruction, use of data to make instructional decisions, and technology integration strategies.

Person Responsible

Lisa Noffo

Schedule

On 10/27/2017

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 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. Selected students will also participate in our pull-out program.

Person Responsible

Lisa Noffo

Schedule

Daily, from 10/30/2017 to 6/8/2018

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 and readiness (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. Students will also 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 8/21/2017 to 6/8/2018

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

Our faculty will participate in school-based professional development opportunities utilizing Professional Learning Communities (PLC) strategies and will focus on data driven topics, including the performance of students in the lowest 25 percentile on state assessments, performance of students enrolled in Advanced Placement (AP) courses, College Readiness, Inquiry-Based Curriculum Development, SAT/ACT, Differentiated Instruction, and other best practices focused on improving student achievement.

Person Responsible

Lisa Noffo

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 6 5

A review of the implementation and success of our strategies, as well as, the necessary support will be provided through bi-weekly monitoring tools. The administration will consistently review all available data access points and student feedback, including academic and effort progress reports (report cards, gradebook), district administered assessment results, teacher created assessment data, and Edgenuity software progress data. A support dialogue will be conducted with the Saber Learning Lab coordinator, selected faculty and the administration to ensure program success. Students demonstrating low performance improvements will be revisited and revisions to the interventions will be implemented.

Person Responsible

Lisa Noffo

Schedule

Biweekly, from 10/30/2017 to 6/8/2018

Evidence of Completion

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

Action Step 7 5

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

Sami Hamdan

Schedule

On 10/30/2017

Evidence of Completion

Sami Hamdan

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 8/21/2017 to 6/8/2018

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 walk-throughs, 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 8/21/2017 to 6/8/2018

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A371659	Conduct a professional development opportunity to introduce the Saber Learning Lab and pull-out...	Noffo, Lisa	10/27/2017	Professional development agenda and follow-up products, Saber Learning Lab and pull-out program is operational and students have been appropriately identified and registered.	10/27/2017 one-time
G1.B1.S1.A7 A371664	A parent orientation will be conducted to introduce the Saber Learning Lab and pull-out program, as...	Hamdan, Sami	10/30/2017	Sami Hamdan	10/30/2017 one-time
G1.MA1 M399905	The administration and leadership team will focus on gathering, reviewing, and analyzing...	Noffo, Lisa	8/21/2017	Data disaggregation, M-DCPS district assessments, Florida Standards Assessments, End-of-Course assessments, school-based assessments, acceleration examination results, dual enrollment course grades.	6/8/2018 biweekly
G1.B1.S1.MA1 M399901	The administration and leadership team will focus on utilizing instructional evidence that...	Noffo, Lisa	8/21/2017	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.	6/8/2018 weekly
G1.B1.S1.MA1 M399902	The administration and leadership team will focus on utilizing instructional evidence that...	Noffo, Lisa	8/21/2017	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 walk-throughs, teacher collaborations, and lesson plans.	6/8/2018 weekly
G1.B1.S1.A1 A371658	Identify students in the lowest 25 percentile in need of remediation and conduct student data...	Noffo, Lisa	8/21/2017	Small group rosters with an area of focus, classroom environment, and student data chat forms.	6/8/2018 quarterly
G1.B1.S1.A3 A371660	Differentiated instruction will be provided to identified students via small group cohorts....	Noffo, Lisa	10/30/2017	Small group rosters with an area of focus, classroom environment, Saber Learning Lab progress monitoring, and student data.	6/8/2018 daily
G1.B1.S1.A4 A371661	Students in the lowest 25 percentile will receive intervention to ensure their post-secondary...	Noffo, Lisa	8/21/2017	Club meeting minutes, CAP Advisor notes and records, College Readiness presentations, lesson plans, classroom walkthroughs, and student college readiness data.	6/8/2018 weekly
G1.B1.S1.A5 A371662	Our faculty will participate in school-based professional development opportunities utilizing...	Noffo, Lisa	8/21/2017	PD planning sheets, PD summaries, and follow-up artifacts.	6/8/2018 biweekly
G1.B1.S1.A6 A371663	A review of the implementation and success of our strategies, as well as, the necessary support...	Noffo, Lisa	10/30/2017	Saber Learning Lab and pull-out progress monitoring information, Edgenuity program progression, and student academic progress, classroom walkthroughs, and lesson plans.	6/8/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 An identified barrier at MAST @ Homestead is the number of Geometry proficient students as evaluated on the Geometry End-of-Course examination.

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. The professional development opportunity will also focus on differentiated instruction, use of data to make instructional decisions, and technology integration strategies.

Facilitator

Sami Hamdan

Participants

Faculty and Saber Learning Lab facilitator.

Schedule

On 10/27/2017

PD Opportunity 2

Our faculty will participate in school-based professional development opportunities utilizing Professional Learning Communities (PLC) strategies and will focus on data driven topics, including the performance of students in the lowest 25 percentile on state assessments, performance of students enrolled in Advanced Placement (AP) courses, College Readiness, Inquiry-Based Curriculum Development, SAT/ACT, Differentiated Instruction, and other best practices focused on improving student achievement.

Facilitator

Professional Development Liaison and Sami Hamdan

Participants

Faculty

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 An identified barrier at MAST @ Homestead is the number of Geometry proficient students as evaluated on the Geometry End-of-Course examination.

G1.B1.S1 Intervention and Enrichment Opportunities

TA Opportunity 1

A review of the implementation and success of our strategies, as well as, the necessary support will be provided through bi-weekly monitoring tools. The administration will consistently review all available data access points and student feedback, including academic and effort progress reports (report cards, gradebook), district administered assessment results, teacher created assessment data, and Edgenuity software progress data. A support dialogue will be conducted with the Saber Learning Lab coordinator, selected faculty and the administration to ensure program success. Students demonstrating low performance improvements will be revisited and revisions to the interventions will be implemented.

Facilitator

Sami Hamdan

Participants

Saber Learning Lab coordinator, selected faculty, and administration.

Schedule

Biweekly, from 10/30/2017 to 6/8/2018

VII. Budget

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. The professional development opportunity will also focus on differentiated instruction, use of data to make instructional decisions, and technology integration strategies.	\$0.00
3	G1.B1.S1.A3	Differentiated instruction will 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. Selected students will also participate in our pull-out program.	\$32,400.00

Dade - 7171 - Medical Academy For Science/Tech @ Homestead - 2017-18 SIP
Medical Academy For Science And Technology (M.A.S.T.) @ Homestead

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	7171 - Medical Academy For Science/Tech @ Homestead	General Fund		\$32,400.00
			<i>Notes: Discretionary Fund - Tutoring (180 school days x 3 teachers x 2 hours each x avg. \$30 / hour = \$32,400.</i>			
4	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 and readiness (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. Students will also 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.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	7171 - Medical Academy For Science/Tech @ Homestead	General Fund		\$2,500.00
			<i>Notes: Student field trips</i>			
5	G1.B1.S1.A5	Our faculty will participate in school-based professional development opportunities utilizing Professional Learning Communities (PLC) strategies and will focus on data driven topics, including the performance of students in the lowest 25 percentile on state assessments, performance of students enrolled in Advanced Placement (AP) courses, College Readiness, Inquiry-Based Curriculum Development, SAT/ACT, Differentiated Instruction, and other best practices focused on improving student achievement.				\$0.00
6	G1.B1.S1.A6	A review of the implementation and success of our strategies, as well as, the necessary support will be provided through bi-weekly monitoring tools. The administration will consistently review all available data access points and student feedback, including academic and effort progress reports (report cards, gradebook), district administered assessment results, teacher created assessment data, and Edgenuity software progress data. A support dialogue will be conducted with the Saber Learning Lab coordinator, selected faculty and the administration to ensure program success. Students demonstrating low performance improvements will be revisited and revisions to the interventions will be implemented.				\$0.00
7	G1.B1.S1.A7	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
					Total:	\$34,900.00