Miami-Dade County Public Schools

Mast@Fiu

2017-18 Schoolwide Improvement Plan

Mast@Fiu

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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	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

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

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 Mast@Fiu

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.

Our mission is to provide students with first-rate advanced academics and early career experiences in a university-based, technology-rich environment.

b. Provide the school's vision statement.

Our vision is to provide a unique high school experience in cooperation with Florida International University that includes college level courses, career experiences and technology coursework to prepare students for Science, Technology, Engineering and Mathematics (STEM) related fields.

2. School Environment

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

Students who wish to enroll at the MAST@FIU Biscayne Bay Campus must apply through the District's Schools of Choice portal and are screened as part of the Magnet school application process. A comprehensive educational profile is developed for each student so that teachers are aware of the academic strengths and weakness of the students in each of their courses. The information gathered provides teachers with an extensive understanding of the academic and cultural backgrounds of the students they instruct.This information is also used in determining each student's career interests and yearly academic schedule.

Each month, students and staff participate in instructional and social activities that promote cultural awareness, understanding and sensitivity. Many of the activities that occur throughout the school year align with district and university culture building initiatives that are advertised throughout the district. All students are exposed to the Values Matter curriculum through their homeroom and social studies classes. Teachers and staff members promote and demonstrate core ethical and performance values in their work and interaction with stakeholders. Students are encouraged to model the behavior learned through Values Matter lessons while they are at school and within the community. Students are recognized for displaying model behavior at various times throughout the school year. The entire school population participates in the "Start With Hello" program each year in an effort to build culture and engagement throughout the school.

A community meeting is held at the beginning of each school year to provide information to parents and students about the activities and resources that are available to assist students and their parents. A club and society fair is held during the first nine weeks of school to encourage students to participate in after school activities. Teachers routinely provide free tutoring services after school and on Saturdays to assist students with their academic progress. Student academic and behavioral counseling is available to students during the school day.

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

The school has behavioral and academic codes that align with the district's Code of Student Conduct. These codes are published each school year in the Parent and Student Handbook and are reviewed with students at the beginning of the school year. All students are exposed to the Values Matter curriculum through their homeroom and social studies classes. Teachers and staff members promote

and demonstrate core ethical and performance values in their work and interaction with stakeholders. Students are encouraged to model the behavior learned through Values Matter lessons while they are at school and within the community. Students are recognized for displaying model behavior at various times throughout the school year. The entire school population participates in the "Start With Hello" program each year in an effort to build culture and engagement throughout the school.

The university provides full-time police officers who routinely patrol the campus and interact with staff and students on a daily basis. A Miami-Dade County Schools Police officer is also available when needed. The faculty, students and staff are routinely trained in safe school procedures, including "See Something, Say Something." The faculty and staff also participates in "Active Shooter" training each year.

The school employs a full-time school monitor and a part-time school monitor who supervise students during arrival, class change, lunch and dismissal. Teachers and administrators routinely monitor students during arrival, class change, lunch and dismissal to interact with students and to ensure compliance with attendance and tardy policies.

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.

The faculty has developed an Alternative to Suspension Plan (ASP) which is based on the district's Code of Student Conduct. The ASP includes, but is not limited to the Progressive Discipline Plan, Detention and Student Counseling Services. The ASP provides instructional and counseling support in an effort to reduce the number of student suspension and increase instructional contact time. The instructional component of the ASP actively teaches students about the merits of appropriate behavior and deportment. The counseling component of the ASP addresses the cycle of disruptive behavior(s) that often result in suspension by helping both students and parents recognize the problem and to understand the need for intervention and assistance. Faculty and staff members routinely attend school, region and district provided workshops to further refine the disciplinary process and to extend their understanding of the factors that impact student behavior and performance.

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 school-based student services programs includes individual and group counseling support in an effort to address the academic, social and emotional needs of students to minimize the instructional time that is lost when students are experiencing difficulty in school or at home. The counselor meets with students individually and collectively throughout the year to address the various behaviors that often impact student learning and progress. Specialized counseling helps students and parents recognize the underlying problems that often impede a student's success and it helps them to understand the need for change through several school and community resources that are available. In addition, our partnership with Florida International University affords students access to other university based counseling and mentoring services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 school employs a multifaceted approach to the identification of students who display Early Warning indicators that are associated with poor or substandard academic performance. The school counselor and administrators request, review and react to the information that is compiled by the district in the Student At-Risk Report. Similar reports are also generated through the electronic grade book application. These reports include information about student attendance, disciplinary referrals, English language proficiency, ESE classification, standardized test results (End of Course exams, Florida Standards Assessments), grade retention and courses failed. Behavioral and academic intervention may involve one or more of the following responses: student and parent conferences, individual and group counselling, after-school tutoring, placement in additional math and/or reading courses as well as peer tutoring that is available at Florida International University and through school Honor societies.

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	
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	0	0	0	0	1	3	11	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	1	4	4	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	1	0	0	0	1

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

Behavioral and academic intervention may involve one or more of the following responses: student and parent conferences, individual and group counseling, placement on probationary status, after-school tutoring, placement in additional math and/or reading courses, as well as peer tutoring that is available at Florida International University. The performance of students who are identified by the early warning system are monitored throughout high school to determine if additional interventional strategies are required. In severe or persistent cases, students are referred to the school-site Child Study Team for further analysis and response. The intensity and frequency of the interventional strategies may be increased over time for those students whose performance continues to decline. In those cases, a Functional Assessment of Behavior is conducted and Behavioral Improvement Plan is constructed to further assist the student.

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

The faculty and staff work collaboratively to increase the involvement of parents and their relationship with their child's education. Parents and interested stakeholders are invited to become school volunteers, advisory council participants, and members of the Parent-Student-Teacher Association (PTSA). Information regarding the school's mission, vision and policies are published each school year in the Student and Parent Handbook. Parents also receive information from the school via email, letters and the school's website. Parents may also view their child's grades and attendance through the district's Parent Internet Portal.

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.

Our presence on the Florida International University at Biscayne Bay Campus provides the faculty and staff with relevant and on-going partnerships with university contributors and participants alike. The principal and staff members frequently interact with university personnel and faculty in an effort to promote school and university interests and to leverage business and community involvement at both institutions. School staff members are members and participants in the Aventura Marketing Council, and/ or the North Miami, North Miami Beach and Sunny Isles Beach Chambers of Commerce. Local businesses and organizations are invited to be part of the school's advisory council and participate often in school career fairs and activities.

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
Sarmiento, Robert	Principal
Larralde, Arthur	Teacher, K-12
Roch, Martin	Teacher, K-12
Tisdahl, Douglas	Teacher, K-12
Madrigal, Cristina	Teacher, K-12
Carro, Natalie	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.

Leadership Team:
Matthew J. Welker, Principal – schedule and facilitate faculty and professional development meetings and assessment reviews, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

Cristina Madrigal, Lead Teacher – schedule and facilitate professional development meetings and assessment reviews, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

Douglas Tisdahl, Math teacher – monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed.

Natalie Carro, Language Arts teacher – monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed, report on progress for ELA classes.

Martin Roch– Science teacher – monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed.

Arthur Larralde - Social Studies teacher - EESAC chair - monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed.

In addition to Tier 1 problem solving, the Leadership Team members will meet bimonthly to review infrastructure, implementation, and success of building level MTSS. Selected teachers will provide information about core instruction, conduct, student achievement data analysis, and collaborate with faculty members to ensure understanding and implementation of MTSS process.

Selected members (Matthew Welker, Cristina Madrigal, Arthur Larralde) of the Leadership Team will conduct regular meetings to review assessment data, evaluate intervention efforts for students by subject, grade, intervention, or other logical organization and to facilitate professional development when or where necessary. Additional members of the staff and the EESAC will be involved when needed to provide information or revise efforts in the implementation of the SIP.

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.

Members of the Leadership Team, as identified above, will meet monthly to assist with implementation and monitoring of SIP by utilizing available data. Goals are implemented using the Florida Continuous Improvement Model (FCIM) and include identifying areas for improvement: positively impacting student achievement, modifying curricula to address student needs, and the continuous professional development for teachers. Additionally, the team monitors trends in school safety, school culture, literacy, student attendance, student socio/emotional wellness, student performance, and the prevention of student failure through early intervention strategies. The Leadership Team will communicate findings to all stakeholders and work with faculty to assist in the implementation of school goals.

The Leadership Team will use a collaborative problem solving process to set goals, monitor academic and behavioral data to evaluate progress towards those goals at least three times per year. The Leadership Team will engage in the following activities:
1. Hold regular team meetings where problem solving is the sole focus
2. Use the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success

3. Determine if students have made expected levels of progress towards proficiency

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response;

5. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively

6. Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment

7. Ensure that students who need intervention actually receive appropriate supplemental intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored three times per year. The collaborative problem solving process is used to implement, monitor, analyze, and is adjusted if necessary to support the goals defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across disciplines. An annual evaluation is conducted to determine the success of SIP efforts and to identify strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. Additional support is provided to students as part of the district's food services and student services programs and consists of the following components:

Food and Nutrition program - Breakfast is provided to all students at no cost on a daily basis. Qualified students are provided with free or reduced price lunch meals on a daily basis.

Supplemental Academic Instruction - MAST@FIU Biscayne Bay Campus is working with the Center for Academic Success (through FIU) to provide for free tutoring and enrichment programs for students after school.

Title II - The school district provides supplemental funds for improving basic education through professional development in the areas of New Teacher training (MINT) program, training for add-on endorsement programs (Gifted, ESOL, Reading) and training for Professional Learning Community (PLC) development and implementation

Title X Homeless - MDCPS School Board Policy 5111.01 - Homeless Students stipulates that all homeless students may receive the services they are entitled to in accordance with the McKinney-Vento Law.

Career and Technical Education (CTE)- Students have the opportunity to enroll in Career and Technical Eduation courses that will prepare them for post-graduation option in a variety of work fields.

Anti Drug Programs - Drug-Free Youth in Town (D-FY-IT) - Program-partnership with the D-FY-IT, Inc in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents and Informed Families, The Florida Partnership (Red Ribbon Certified Schools)-partnership with Informed Families' Red Ribbon Certified Schools encourages effective efforts in the prevention of substance use among youth, promotes team building to get parents, educators and students to work together towards creating a drug-free America.

Peer Mediation - Conflict Resolution Program using peer to peer approach

District Policy Against Bullying and Harassment- Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. All staff, students, and parents/volunteers receive training on an annual basis.

AIDS Education and Awareness - AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. The HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures. These include: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2410 – School Health Services Program; School Board Policy 2417 – Human Growth and Development Curriculum; School Board Policy: 8453 – Direct Contact Communicable Diseases; the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Matthew J. Welker	Principal
Milagros Delgado	Business/Community
Arthur Larralde	Teacher
Monica Goldstein	Parent
Karen Saravia	Parent
Mei Lin	Parent
David Pichardo	Student
Charyn Pedram	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Members of the School Advisory Council (SAC) compiled, reviewed and analyzed annual formative and summative student assessment data and information associated with the School Improvement Plan (SIP) to determine the strengths and weaknesses of the plan and to further align the SIP with district and state student performance mandates. The SAC used the Florida Continuous Improvement Model (FCIM) to facilitate goal development, implementation, analysis and refinement throughout the year. Committee membership and meetings are open to all interested stakeholders, and the minutes associated with all SAC meetings are published throughout the year as required by law.

b. Development of this school improvement plan

The School Advisory Council (SAC) has the responsibility to develop, implement, monitor and refine the School Improvement Plan (SIP) each school year. Refinements to the SIP are based on currently

available student performance data as reported by the Florida Department of Education. The SAC uses the Florida Continuous Improvement Model (FCIM) to analyze and align the SIP with district and state student performance goals. At each SAC meeting, there will be an agenda item that addresses progress and reviews implementation of the SIP. All recommendations for adjustments or refinements to the SIP are presented and approved by the SAC at advertised meetings throughout the year.

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

The principal is responsible for the development of the school's annual budget in accordance with district policies and procedures. The majority of the school's budget is used to defray the costs associated with personnel, employee benefits and school operations. Any discretionary money that is allocated as part of the budget must be used to support the instructional program in place at the school. Discussions regarding the school's budget and its use are part of monthly SAC meetings.

Additional funds are allocated by the district specifically to the School Advisory Council and must be approved for use by the SAC prior to disbursement. SAC funds may be used to support student instruction or to provide awards and incentives to students.

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

The school improvement funds that were allocated last year to the school by the district were used to recognize students for their academic and behavioral performance throughout the year. EESAC funds allocated by the state were used to facilitate student honor roll celebrations and awards.

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
Sarmiento, Robert	Principal
Roch, Martin	Teacher, K-12
Madrigal, Cristina	Teacher, K-12
Larralde, Arthur	Teacher, K-12
Carro, Natalie	Teacher, K-12
Cariski, Meredith	Teacher, K-12

b. Duties

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

The Leadership Literacy Team (LLT) provides direction and support to students, teachers and parents regarding the importance of reading, vocabulary development and reading based practices. The importance and practice of reading is promoted and exemplified in every course and every subject within the curriculum. Students are provided with numerous opportunities within related

courses and subjects to develop and sustain suitable reading practices that promote greater fluency and interdisciplinary subject matter comprehension. Students are exposed to various reading techniques, such as skimming and scanning that improve their ability to locate and understand content material with greater efficiency. The following goals and practices are part of the literacy program at our school: (1) Teachers will incorporate reading throughout curriculum. (2) Students will select a minimum of two novels which have interdisciplinary ties and can be discussed in the Language Arts, Science, and Social Studies. (3) All students who may be scheduled in the Intensive Reading (Reader Retake) class will use Vocabulary for Success during school hours and at home. (4) Students may access the FIU BBC library to visit with the reference librarian and learn library research skills. (5) All teachers will have access to data that is specific to each of their classes and lists the reading levels of all students. The data provides detailed information on students who are struggling readers and documents progress made by those students. (6) The LLT will provide in-house training on the new Florida State Assessments and the shifts in assessment so that they are incorporated into the interdisciplinary reading program. (7) Teachers will utilize available digital and print media resources and incorporate current event articles relevant to their curriculum a minimum of two times per grading period, as documented in lesson plans.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
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 administration has established both vertical and horizontal collaborative relationships among teachers. Common Planning time has been scheduled into the master schedule to allow teachers time to collaboratively plan. Teachers who teach the same courses or the same grade level are afforded opportunities throughout the year to plan, implement and analyze lesson plans and instructional practice. These horizontal relationships allow for greater subject matter fidelity and provides teachers with frequent opportunities to discuss the performance of their students.

Teachers who teach within the same subject area or related subject area are afforded numerous opportunities through the year to plan and confer. These vertical relationships promote data based conversations and sustainable links among courses within a particular disciplinary track. To the extent possible within the master course schedule, teachers are provided with common planning to facilitate both types of relationships. Additionally, all required faculty meetings, Early Release Days and Professional Development Days that occur throughout the school year are used to facilitate professional development and collaborative relationships.

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

Teachers are recruited using the full resources of the district, including advertising available positions through Human Resources, communication with District Supervisors across all subject areas, and announcements made at Department Chairperson meetings. Prospective applicants may apply for teaching positions through the district internet portal. Applicants must provide the district with their teaching certificate, college transcripts and references. Each applicant must undergo a drug test and background check as part of the application process. Teachers are cleared at the district level by staffing personnel and their names are listed within the Teacher Match system where principals may view, interview and hire perspective candidates. Teachers who are currently employed by the district may view and apply for positions that are advertised by the Department of Human Resources. Currently employed teachers at the school site are encouraged to contact and recruit other teachers and eligible candidates as faculty openings become available. Teachers within specific subject areas are routinely involved in the new teacher selection process as the school site and often work their peers to provide support.

Teachers are encourage to pursue additional endorsements or degrees as part of the school's professional development program.

The district provides orientation, training and assistance to teachers within the first two years of employment. Professional development opportunities for all teachers are advertised on the district's professional development website. Professional development, support and assistance for new and tenured teachers are provided at each school site via mentoring and collaborative relationships.

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

MAST@FIU Biscayne Bay Campus incorporates the district's MINT program for teachers in their first two years of employment. Collaborative relationships and mentorships are used to support teachers regardless of their years of experience. Teachers with greater experience and/or subject area expertise provide critical support and content knowledge to newer teachers or teachers new to the school. Additionally, newer teachers are paired with veteran teachers from other school sites so that they have additional support as they develop lesson plans and their curriculum. Professional development and planning days are utilized so that teachers may meet with their colleagues and mentors. This time is allotted to facilitate collaborative conversations among teachers. Teachers within the Advanced Placement (AP) Program also collaborate with peers throughout the district and often attend workshops together.

MAST@FIU Biscayne Bay Campus has a unique relationship with our partner university where we utilize their professors as mentors for teachers and as guest presenters in the classroom. It is this relationship that provides an extraordinary opportunity to collaborate with post secondary educators to better prepare our students for the next level of learning.

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 standards, resources and content associated with the Florida Standards are introduced at the beginning of each school year. A closer examination of the standards is conducted with teachers as student performance data is accumulated. Teachers use collaborative conversations and planning to ensure that course content is delivered to students with clarity and fidelity. Teachers are provided with district and school-based professional development on print and electronic resources, such as pacing guides and course syllabi that is used to guide their instruction and to ensure that assessment is closely tied to the content delivered throughout the year. Teachers use district and state adopted textbooks and resources to ensure appropriate alignment with course syllabi and district pacing guides. Additional computer and web-based resources are purchased using school funds to support instruction in all content areas. Teachers are trained and directed on the use of state resources such as C-Palms to ensure that instruction aligns with state assessment objectives. District and classroom based assessments are administered by teachers throughout the year to test the fidelity of instructional pacing and the performance of students within target content areas. Data derived from these assessments are used to refine instructional delivery and differentiation.

Teacher evaluations are tied to student performance by state law. Teachers must ensure that students increase their understanding and application of course content as measured by End of Course (EOC) examinations as well as other standardized measures of student performance in order

to be rated as effective or highly effective. Improving student performance is also the driving force behind the school improvement process and frames the objectives of the School Improvement Plan.

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.

Student performance data is the basis for all school-based decision making in relation to course content, teacher assignments and instruction. Data represents the engine that drives the Florida Continuous Improvement Model which is articulated in the School Improvement Plan. Data review and analysis are part of the collaborative conversations that teachers have with each other, administrators, students and parents throughout the year. Teachers use assessment data to refine and differentiate their instruction in order to maximize the equity and efficacy of their teaching methodologies. Differentiated instruction is facilitated through content or skill-based student instruction that involves individualized or peer tutoring, guided computer and/or web-based practice and content-specific instructional lessons. Students with special instructional needs and students who speak languages other than English are afforded equal access to learning within the school's digital environment. An extensive array of on-line instructional resources are used by teachers to differentiate instruction and to assist students who exhibit content difficiencies or performance issues. Peer tutoring and assistance are also provided through the partnership we enjoy with Florida International University.

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: Summer Program

Minutes added to school year: 8,400

Incoming students have the opportunity to participate in a two-week Mathematics and English/ Language Arts skill development program in August prior to the beginning of the school year. Students also have the opportunity to participate in a one-day Team Ropes Adventure Challenge (TRAC) facilitated by the university to promote team awareness and participation among the students. Students also participate in university orientation sessions to familiarize them with the resources available on campus. The program also provides math and language arts teachers with information they may use in planning lessons for the year and time to collaborate on instructional methodology.

Strategy Rationale

The rational is based on one single premise: students perform better when they are familiar with the objectives and confident in their abilities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sarmiento, Robert, pr7031@dadeschools.net

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

Baseline data is collected at the beginning of the program and then again at the end to determine the improvement in student math and language arts skills. The data is shared among teachers and student performance is tracked throughout the year to further determine the efficacy of the program.

Strategy: After School Program

Minutes added to school year: 500

Students are afforded numerous opportunities to participate in after-school interest clubs, honor societies and content based experiences that enhance or extend their knowledge and appreciation for high school curricular content. After-school programs also promote positive social and community interaction. Students may participate in more than one club, honor society or activity throughout the year.

Strategy Rationale

Students who participate in after-school programs and extra-curricular activities generally perform better than their peers who demonstrate no such participation.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Madrigal, Cristina, cmadrigal@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation is monitored throughout the year and surveys are conducted to determine student and teacher satisfaction.

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 who enter our program must apply for admission and meet specific academic and behavioral requirements that include successful completion of Honors Algebra I and Honors Physical Science and an overall core Grade Point Average (GPA) of 2.5. We recruit students from all over the district. Once selected, students meet with high school and university counselors to develop a career plan that is monitored throughout their high school and university education.

Our school enjoys a unique and highly productive relationship with Florida International University because of our presence on the Biscayne Bay Campus. Our students have access to a full array of student services that includes high school and university career and college counseling. Our students have the opportunity to take university Dual Enrollment courses in conjunction with their high school courses. This affords our students with the opportunity to complete up to two years of university course work while they are in high school.

Students are guided throughout their high school experience to ensure they graduate on-time and college ready. Teachers, counselors and administrators facilitate meetings at the beginning of the school year and the end of each grading period to provide students with academic information and performance updates. Students who demonstrate less than "B" performance in any course are

counseled personally and provided with a supervised remediation plan. The school counselor works directly with university personnel to ensure that eligible students are scheduled into appropriate Dual Enrollment courses and those students who are eligible for full-time Dual Enrollment are scheduled in district-approved courses. College recruitment events are scheduled each year to familiarize students with college entrance requirements, financial aid and scholarships. Students are directed through a series of readiness activities that prepare them for the PERT, SAT and ACT to ensure their timely admission to the college or university.

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.

Every student meets one-on-one with a counselor to review coursework taken and outline courses needed for graduation and college placement. Science and mathematics requirements are front loaded in the first two years, enabling students to take Advanced Placement and Dual Enrollment courses in their last two years of study. The school counselor provides classroom guidance to address academic and career planning that is individualized and meaningful. Students use the www.flvc.org portal for career exploration and planning, research college opportunities, and track their progress in meeting requirements for graduation. Through our collaboration with Florida International University and local business partners, students participate in career day and other activities to expose them to a variety of professions and career options.

College recruitment events are hosted throughout the year to inform students about college requirements and to guide them through the required standardized test (PERT, ACT, SAT) requirements. FIU actively recruits our students into their programs and students are provided opportunities to participate in events that showcase different majors and career tracks. Students frequently interact with university personnel as part of dual enrollment which familiarizes them with university admission requirements and the university core curriculum.

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

Students may obtain an industry certificate in Web Development by completing a three-course sequence that includes: Introduction to Information Technology, Honors Foundations of Web Design and Honors User Interface Design as part of their education at the MAST@FIU. Students must also pass the industry certification exam in Web Development to receive the designation on their diploma. Eligible students may also take AP Computer Science to further their knowledge in this area. Journalism students may also obtain industry cerification in one or more Adobe publishing products.

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

The faculty and staff understand the the importance of career and academic development in science, technology, engineering and mathematics (STEM). As a result, career and technical information are integrated within the curricula in all disciplines and activities are planned and implemented throughout the year to emphasize career and technical skills. Career and technical opportunities and skills are also explored and examined within the context of daily instruction and are highlighted within district pacing guides and course descriptions which are available through C-PALMS at the state level. Additionally, students and teachers participate in activities, such as the district Science Fair and robotics competitions as part of their experience in math and science. Students also participate in university-based activities within specific departments.

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@FIU Biscayne Bay Campus has a unique partnership with Florida International University. This partnership allows all students to take college level courses and AP courses to determine levels of readiness for post-secondary studies. Because we are housed on a university campus, our students are afforded the opportunity to participate in college level academic and extracurricular activities.

All students take accelerated college preparatory coursework in 10th grade which may include AP Science and AP Social Studies courses. In addition, students have the opportunity to enroll in Dual Enrollment coursework in 11th and 12th grade. The partnership with FIU has developed to provide a seamless transition from high school to a university setting.

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"Â? 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 improved 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 core instruction is improved then student achievement will increase. 1a

🔑 G096949

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	94.0
FSA Mathematics Achievement	81.0
U.S. History EOC Pass	85.0
Bio I EOC Pass	94.0

Targeted Barriers to Achieving the Goal 3

- Reading: Students have difficulty reading lengthier content specific texts and their accompanying rubrics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- English Language Arts: Houghton Mifflin Harcourt

- Florida Standards Assessments Portal Resources http://www.fsassessments.org

- M-DCPS Pacing Guides

- Literacy Leadership Team (LLT)

- Access to available online short novels and poems utilizing the one-to-one computer model (newszela.com, cnnstudentnews.com)

- Tutoring services through FIU's Center for Academic Success and Upward Bound Program

- Miami Herald and New York Times newspapers - available daily on FIU Campus

- Geometry and Algebra II: Houghton Mifflin Harcourt

- Online databases and learning resources: Getafive.com; NBCNews.net; Discovery Education, Edgenuity

- Biology: Miller Levine Biology Text

Plan to Monitor Progress Toward G1. 8

Data will be collected from district mid-year assessments and the ELA FSA test to determine progress toward meeting the specified goal.

Person Responsible

Robert Sarmiento

Schedule

Quarterly, from 9/13/2017 to 6/7/2018

Evidence of Completion

Assessment reports will be ascertained, generated and disseminated to the school leadership team and LLT. Data from the district mid-year assessments and the ELA FSA test will be compared and evaluated to determine the effectiveness of strategies toward meeting the specified goal.

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 improved then student achievement will increase. 1

🔑 G096949

G1.B7 Reading: Students have difficulty reading lengthier content specific texts and their accompanying rubrics. 2

🔑 B260820

G1.B7.S1 Teachers will implement the Gradual Release of Responsibility Model and Flipped classroom strategy as instructional framework to support student content and skill acquisition in all courses. 4

🔑 S276190

Strategy Rationale

As students assume a greater role in their own learning, they will gradually increase the amount of fact-based reading material they select to reinforce and strengthen their reading skills.

Action Step 1 5

The faculty will be trained in the Gradual Release of Responsibility Model and Flipped Classroom to support student content and skill acquisition in all courses.

Person Responsible

Arthur Larralde

Schedule

Monthly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Lesson plans, Classroom walk-throughs, Student work

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

The implementation of instructional framework will be observed through a variety of techniques that involve teacher classroom observations, an analysis of pacing guide use and course alignment, and a review of lesson plans, student grades and assessment data, and student work products.

Person Responsible

Robert Sarmiento

Schedule

Monthly, from 9/13/2017 to 6/7/2018

Evidence of Completion

The efficacy of the implementation will be examined through teacher classroom observations and by reviewing lesson plans, instructional alignment with course pacing guides, student assessment data and work products related to the specified goal.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

District mid-year assessment reports will be assessed to determine effectiveness of strategies toward meeting the specified goal.

Person Responsible

Robert Sarmiento

Schedule

Quarterly, from 9/13/2017 to 6/7/2018

Evidence of Completion

Data from the district mid-year assessment reports will be evaluated to determine student progress. A comparison will be made to the state assessment associated with the specified goal at the conclusion of the school year.

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.B7.S1.A1 🔍 A371785	The faculty will be trained in the Gradual Release of Responsibility Model and Flipped Classroom to...	Larralde, Arthur	9/13/2017	Lesson plans, Classroom walk-throughs, Student work	5/25/2018 monthly
G1.MA1 🔍 M399991	Data will be collected from district mid-year assessments and the ELA FSA test to determine...	Sarmiento, Robert	9/13/2017	Assessment reports will be ascertained, generated and disseminated to the school leadership team and LLT. Data from the district mid-year assessments and the ELA FSA test will be compared and evaluated to determine the effectiveness of strategies toward meeting the specified goal.	6/7/2018 quarterly
G1.B7.S1.MA1 🔍 M399989	District mid-year assessment reports will be assessed to determine effectiveness of strategies...	Sarmiento, Robert	9/13/2017	Data from the district mid-year assessment reports will be evaluated to determine student progress. A comparison will be made to the state assessment associated with the specified goal at the conclusion of the school year.	6/7/2018 quarterly
G1.B7.S1.MA1 🔍 M399990	The implementation of instructional framework will be observed through a variety of techniques that...	Sarmiento, Robert	9/13/2017	The efficacy of the implementation will be examined through teacher classroom observations and by reviewing lesson plans, instructional alignment with course pacing guides, student assessment data and work products related to the specified goal.	6/7/2018 monthly

V. Professional Development Opportunities

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

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 improved then student achievement will increase.

G1.B7 Reading: Students have difficulty reading lengthier content specific texts and their accompanying rubrics.

G1.B7.S1 Teachers will implement the Gradual Release of Responsibility Model and Flipped classroom strategy as instructional framework to support student content and skill acquisition in all courses.

TA Opportunity 1

The faculty will be trained in the Gradual Release of Responsibility Model and Flipped Classroom to support student content and skill acquisition in all courses.

Facilitator

LLT, Cristina Madrigal

Participants

Faculty

Schedule

Monthly, from 9/13/2017 to 5/25/2018

VII. Budget

1	G1.B7.S1.A1	The faculty will be trained in the Gradual Release of Responsibility Model and Flipped Classroom to support student content and skill acquisition in all courses.	$0.00
		Total:	$0.00