

Miami-Dade County Public Schools

Medical Academy For Science And Technology



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	29
Budget to Support Goals	30

Medical Academy For Science And Technology (M.A.S.T.) @ Homestead

1220 NW 1ST AVE, Homestead, FL 33030

<http://mastmedical.dadeschools.net>**Demographics****Principal: Jean Baril R**

Start Date for this Principal: 6/15/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (90%) 2017-18: A (87%) 2016-17: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	30

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

MAST @ Homestead pledges to provide a medical health science high school academy recognized by its development 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 forging individuals to become leaders in the medical field, dedicated to public service, social responsibility, and facilitating the health care needs of our ever-changing global community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Brown, Isha	Teacher, K-12	Ms. Brown is the English Language Arts Department Chairperson and serves the principal as a member of the Curriculum Council and SIP team.
Gilliard, Lema	Teacher, K-12	Ms. Gilliard teaches Bio Medicine and Academy Department Chairperson in addition to being a member of the SIP team and Curriculum Council.
Romero, Jennifer	Other	Ms. Romero is the department chairperson for Student Services and the school's test chairperson.
Molina, Wendy	Other	Ms. Molina is the Student Activities Director and a member of the school's leadership team.
Martinez, Nichol	Other	Mrs. Martinez is the Magnet Lead Teacher, AP Coordinator, and a member of the school leadership team.
Noffo, Lisa	Principal	Ms. Noffo is the Instructional Leader and operational manager of the school. She seeks to engage all stakeholders and foster a positive school climate.
Granberry, Cindy	Teacher, K-12	Ms. Granberry is the Reading Department Chairperson and she oversees the Mastery Prep bootcamp for our upper classmen who have not passed the state reading test yet.
Cadaval, David	Assistant Principal	Dr. Cadaval is the principal's designee. He assists the principal in all matters. He oversees the implementation of the curriculum, hires teachers and staff, addresses personnel issues, manages the daily operations of the school, organizes professional development and oversees payroll in addition to other tasks as needed by the principal.

Demographic Information

Principal start date

Friday 6/15/2012, Jean Baril R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

765

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	194	223	194	154	765	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	17	7	17	53	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	1	3	8	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	3	2	22	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	2	2	1	7	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	8	5	17	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	0	0	0	13	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	10	2	3	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	226	229	156	173	784	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	8	17	22	65	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	1	3	0	7	
Course failure in Math	0	0	0	0	0	0	0	0	0	18	3	2	0	23	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	2	1	0	5	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	8	5	4	18	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	10	2	3	1	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				93%	59%	56%	92%	59%	56%
ELA Learning Gains				73%	54%	51%	73%	56%	53%
ELA Lowest 25th Percentile				73%	48%	42%	83%	51%	44%
Math Achievement				92%	54%	51%	94%	51%	51%
Math Learning Gains				83%	52%	48%	71%	50%	48%
Math Lowest 25th Percentile				96%	51%	45%	84%	51%	45%
Science Achievement				97%	68%	68%	95%	65%	67%
Social Studies Achievement				93%	76%	73%	93%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	94%	55%	39%	55%	39%
Cohort Comparison						
10	2021					
	2019	93%	53%	40%	53%	40%
Cohort Comparison		-94%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	71%	22%	70%	23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	54%	36%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used mid-year assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	78	0
	Economically Disadvantaged	0	76	0
	Students With Disabilities	0	80	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	87	0
	Economically Disadvantaged	0	87	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	91	0
	Economically Disadvantaged	0	89	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	66	50	55	80	50		94				
ASN	100	92								100	100
BLK	80	58	73	63	27		82	94		100	97
HSP	88	61	68	75	43	60	95	96		100	96
WHT	87	63						100		100	100

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	86	61	67	74	46	73	93	94		100	98
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	78	67	57	100	83		100				
ASN	100	75						100			
BLK	96	67		86	89		88	97		100	96
HSP	93	74	73	94	85	100	99	92		100	99
WHT	91	68		90			100	88		100	100
FRL	93	70	72	92	80	96	97	94		100	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	73	64									
ASN	83	61									
BLK	88	68	72	94	87		94	96		100	87
HSP	93	73	89	94	69	81	95	92		100	85
WHT	93	82	77	93	64		94	91		100	84
FRL	93	72	84	94	71	85	93	93		100	83

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	781
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	98
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Here we will answer the question using 2019 data findings:

All ELA Subgroups Achievement increased except for white which decreased by 2 percentage points (%pts).

ELA Subgroups Learning Gains decreased black (1% pts), white (14% pts) and FRL (2% pts) and for Asian students increased (14% pts).

ELA Subgroups Learning Gains L25 Hispanics decreased by 16% points and FRL by 12% pts.

All Math Subgroups overall Learning Gains and Learning Gains L25 increased across all grade levels.

All Science Subgroups Achievement levels increased except black that decreased by 6% points.

Here we will answer the question using 2021 data findings:

ELA Achievement for 9th graders decreased from 94% proficiency to 87%, down 7%.

ELA Achievement for 10th graders decreased from 93% proficiency to 89%, down 4%.

ELA Learning Gains decreased from 73% to 62%, an 11% drop year to year.

ELA Learning Gains L25 decreased from 73% to 68%, a 5% drop.

All Math Learning Gains and Learning Gains L25 decreased from year to year.

Science Achievement decreased the least, by 3% points year to year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Here we will answer the question using 2019 data findings:

The greatest area of need is our ELA Subgroups Learning Gains for our white students which decreased by 14 percentage points.

Here we will answer the question using 2021 data findings:

Of greatest concern based on the data was the drop in performance on the Geometry EOC, from 90% proficiency to 74% proficiency, a 16% drop. We also observe a drop in the lowest quartile for learning gains of the math students. This will be a focal point for the current school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Here we will answer the question using 2019 data findings:

We were successful in integrating a data-driven collaboration initiative in our US History courses and implementing our Saber Learning Lab. We were able to implement our AP extended day learning program and SaberU program (Saturday Academy). In the upcoming school year, we will focus on implementing action steps earlier in the school year to ensure we create academic programs that

produce well-rounded, academically sound students.

Here we will answer the question using 2021 data findings:

The principal expects that all students will demonstrate learning gains from year to year, especially the lowest quartile in mathematics given that our students enter the school already having completed Algebra 1. Through extended learning opportunities in addition to a focused instructional pace, we will address the learning gains of our most fragile math students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Here we will answer the question using 2019 data findings:

Both Math Learning Gains and Math lowest 25 increased 12 percentage points.

Here we will answer the question using 2021 data findings: Social Studies showed a quantifiable increase in performance from the 2019 to the 2021 data. In Social Studies we reflect a 2% increase in overall performance.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We implemented a peer-led Saber Learning lab for all subject areas. Participating students had the opportunity to review course content and receive tutoring from their qualified peers from the National Honors Society. We also implemented a teacher-led after-school program for students performing in the lowest 25 percent in the previous year's Algebra I EOC, ELA, and Biology mid-year assessment data. We took advantage of district-provided opportunities that offer our students extended learning opportunities - such as the AP student curriculum review. Additionally, teachers provided supplemental instruction to students after school hours weekly basis. Data chats were used for continued instruction or potential remediation. Students were given the opportunity to receive additional support with the implementation of the SaberU (Saturday academy). We will continue the implementation strategies aforementioned

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, MAST @ Homestead will continue to implement a variety of learning strategies. These strategies include data differentiated instruction, standard-based instruction, extended learning opportunities, college readiness tutoring (SAT and ACT), and the Saber U Saturday Academy.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During the 2021-2022 school year, the PLST will develop professional learning that will focus on the following strategies: data differentiated instruction, standard-based instruction, extended learning opportunities, college readiness tutoring (SAT and ACT).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Mast @ Homestead will be implementing a theme-based strategy throughout the year which focuses on lessons that are Challenging, Original, Rigorous, post-secondary Readiness, Accountability, and Life Situations (C.O.R.R.A.L). Each department has developed a plan of action to assist with the implementation and execution of C.O.R.R.A.L.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	There is a correlation between the decrease in both 9th and 10th grade ELA proficiency and the drop in Geometry proficiency with regards to our college readiness. Based on past College Placement Exam data collected for students during the 2020-2021 school year, students are not meeting minimum entrance exam scores of 25 for ACT and 1220 SAT Scores. As a school whose primary objective is college readiness, we must examine and adapt our techniques to better prepare students for success in college as measured by the ACT and SAT.
Measurable Outcome:	If we successfully implement the school measurable outcome then our students will attain the minimum entrance exam scores of 25 for ACT and 1220 SAT.
Monitoring:	The Leadership Team will analyze Kahn Academy reports, quarterly data chats, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of junior and senior students will be reviewed monthly to observe progress. All findings will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	Lisa Noffo (lnoffo@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in increasing SAT/ACT scores as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of teacher made pre-tests, district mid year assessments, and teacher created post-tests.
Rationale for Evidence-based Strategy:	The rationale is student ACT and/or SAT scores are not meeting minimum requirements to obtain Bright Futures Scholarship. In addition, there is a discrepancy, achievement gap between State Data and SAT/ACT scores.

Action Steps to Implement

The administration will work with the Math and ELA department chairs and Test Chair to obtain feedback on formative assessments that will give us a picture of the readiness for ACT and SAT.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

During quarterly curriculum council meetings, all parties will analyze the data and will report back to teachers with a plan of action.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

The Math and ELA departments will conduct progress monitoring using interim assessments. Reflection on the data will inform teachers if there is a need to reteach specific content objectives or enhance the rigor of instruction.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

Administration will develop extended learning opportunities to address student learning deficiencies, these will combine paid faculty and student honor society volunteers.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

A thorough search was conducted to replace one of the geometry teachers on the team. The new teacher comes with high recommendations and will be a welcome addition to the math team, receiving the requisite support to ensure she succeeds with this important accountability group.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

The leadership team will implement the district-sponsored SAT Bootcamp. This will take place in school on February 17, 2022. A mastery prep tutor will be brought in to train the students. These selected students will be taking the SAT on March 2nd.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

On March 2nd, students not participating in the school-wide SAT will have a Khan Academy day. This will improve student performance on upcoming college entrance exams.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

#2. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale: Based on a district data review, there was an increase in teacher absences from the 2019-2020 school year of 14% to 2020-21 school year of 22%. As a result, there was an increase of 8% teacher absences; this is specifically geared towards 10.5 days of absence and over. Since teacher attendance is a pre-requisite for student learning, this is an area of focus as we exceeded by 3% the district average of 19%.

Measurable Outcome: The specific measurable outcome the school plans to achieve is to lower the teacher absences from 22% to 11% for the 2021-2022 school year. This will be measured by employee payroll. Given the new criteria for contact tracing and quarantine and the increased rates of vaccination among staff, we anticipate these factors will contribute to greater teacher attendance.

Monitoring: The Area of Focus will be monitored by employee payroll.

Person responsible for monitoring outcome: Lisa Noffo (lnoffo@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus will be Promoting the Morale and Performance of the Team by providing incentive programs, rewards for positive performance, or other positive reinforcement.

Rationale for Evidence-based Strategy: The rationale for selecting this evidence-based strategy is to boost teacher morale and overall teacher attendance.

Action Steps to Implement

The administration will monitor teachers' absenteeism.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

The administration will create a plan of action to promote teacher attendance.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

The administration will recognize excellent faculty attendance through quarterly incentives.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

The principal will share district wellness communications with the staff to increase overall wellness and attendance.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

If we successfully implement the targeted element of teacher attendance, our students will receive quality instruction that will contribute to improved student outcomes.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

Within the targeted element of teacher attendance our school will focus on the evidence based strategy of attendance initiatives.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

The administration will focus on boosting teacher morale with more frequent teacher incentives. During the week of March 28th, we plan on CORRALing teachers together to prepare for testing.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

The Physical Education department will put on a wellness hour during the week of March 28th.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains in math were decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for our geometry students to access content in order to make learning gains.
Measurable Outcome:	If we successfully implement Differentiation, then our geometry students' learning gains will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will conduct data analysis of formative assessments to observe progress and lesson plans will be reviewed to ensure differentiation is taking place. Extended learning opportunities will be provided to those students who require additional support.
Person responsible for monitoring outcome:	David Cadaval (dcadaval@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our geometry students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through topic tests and mid-year assessments.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

The administration will work with the math department chair and test chair to obtain feedback. During monthly curriculum council meetings, all parties will analyze the data and will report back to geometry teachers with a plan of action.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

For the 2021-2022 school year the geometry sections will be shared among two teachers in the department to include the department chairperson.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

After the first topic test data are reviewed the two teachers in geometry will switch classes to remediate students based on their own strengths in content (i.e, one may have excellent strategies for the delivery of slope intercept and the other for properties of a plane).

Person Responsible David Cadaval (dcadaval@dadeschools.net)

Beginning in October of the 2021-2022 school year we will offer extended learning opportunities to address student learning needs.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

Teachers will attend professional development covering the areas of algebraic reasoning, measurement, geometric reasoning, data analysis, and probability.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

IXL is being used extensively in the geometry classes and data generated from the bank of items for specific skills will continue to inform the lesson plan process.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

The math department will use Edgenuity to focus on their lowest benchmarks to improve test scores from February 1st-April 29th.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

The Saber Crunchtime pull-out program will take place from February 1st to April 29th to help remediate deficiency skills.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Almost half of the teachers in the building expressed that they frequently feel overloaded and overwhelmed at their job.

Therefore we want to develop more teacher leaders by involving them in school-wide initiatives and ensuring they feel supported. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success and leadership capacity is positively impacted.

Measurable Outcome:

We expect that this wider distribution of duties will yield increased student achievement and a greater bench of future administrators at the school site. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Monitoring:

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

David Cadaval (dcadaval@dadeschools.net)

Evidence-based Strategy:

If we successfully implement the targeted elements of instructional leadership roles, our leadership team will be provided with opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through more teachers participating in leadership roles and presenting ideas to solve issues that arise.

Rationale for Evidence-based Strategy:

Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, mission, and problem solve. Throughout this process the leadership team will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

Through a needs assessment of the current workload of the leadership team, we can decide what tasks can be reassigned to interested persons.

Person Responsible

Lisa Noffo (lnoffo@dadeschools.net)

Teacher survey to identify parties interested in taking on leadership tasks within the school.

Person Responsible

Lisa Noffo (lnoffo@dadeschools.net)

Provide support to the new leadership team members with direct support provided by current team members, creating a mentor relationship with new and established members.

Person Responsible

Lisa Noffo (lnoffo@dadeschools.net)

Debrief with teacher leaders to provide feedback on the effectiveness of the new roles and make adjustments as needed.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

As members of the Assistant Principal BENCH program continue their professional development activities, efforts are made to include them in operational matters such emergency drills and safety procedures.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

As members of the Assistant Principal BENCH program continue their professional development activities, efforts are made to include them in budget preparation and master scheduling.

Person Responsible Lisa Noffo (lnoffo@dadeschools.net)

During the first March faculty meeting, the administration team will begin to advertise for a new leadership position to help alleviate teacher burnout.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

During the first April faculty meeting, a new synergy team will be picked to foster fresh and innovative ideas for the upcoming school year.

Person Responsible David Cadaval (dcadaval@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparison to other state schools our school falls in the 0.4% per 100 incidents, meaning very low in comparison to other schools we are ranked # 16 out 505 schools. As a result, we will to continue to implement our current safety procedures such as; See Something, Say Something, Fortify FL, single point of entry, a school discipline committee, and security monitors that ensure the well being of our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in teacher-student relationships, physical and emotional safety, and an engaging learning environment. Our entire school community believes in the academic excellence that we provide and we take pride in fostering positive relationships with our students. Students are provided with student climate surveys quarterly where results are used by teachers to enhance academic success. Physical and emotional safety is of the utmost importance. The presence of our school resource officer is a critical part of the physical and emotional well-being of our students. Our dedicated security staff and student services department support the physical and emotional safety of our students. Our faculty creates an engaging learning environment by successfully using data driven instruction to ensure students' needs are being met through differentiated instruction. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, school resource officer, teacher leaders, counselors, and staff members. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale-boosting activities. The assistant principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders, counselors, and staff assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	100-Salaries	7171 - Medical Academy For Science/Tech @ Homestead	Other Federal		\$5,000.00
			Notes: After school tutoring ACT/SAT prep			
2	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7171 - Medical Academy For Science/Tech @ Homestead			\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7171 - Medical Academy For Science/Tech @ Homestead			\$2,500.00
			Notes: EESAC funds for student incentives			
4	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
Total:						\$7,500.00