Miami-Dade County Public Schools

Mast Academy

2021-22 Schoolwide Improvement Plan

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Mast Academy

3979 RICKENBACKER CSWY, Key Biscayne, FL 33149

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

Demographics

Principal: Cadian Collman

Start Date for this Principal: 7/26/2021

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)	21%
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 (87%) 2017-18: A (90%) 2016-17: A (84%)
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.

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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	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Utilizing innovation to educate global citizens.

Provide the school's vision statement.

Maritime and Science Technology Academy focuses on diversity, environmental awareness, and technology. Our school incorporates a thematic and inquiry-based approach, problem-solving, and experiential learning to provide students with opportunities for life-long learning which impacts the 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
Collman, Cadian	Principal	Oversees the academic and operational functions of the institution.
Gould, Michael	Assistant Principal	Assists the Principal in overseeing the academic and operational functions of the institution.
Suarez, Liliana	Assistant Principal	Assists the Principal in overseeing the academic and operational functions of the institution.
Torossian, Mariam	Assistant Principal	Assists the Principal in overseeing the academic and operational functions of the institution.
Apolinar, Kelly	Other	Assists the School Leadership Team with the development and implementation of a schoolwide Testing Program.
Chavez, Eladia	School Counselor	Assists the School Leadership Team with the implementation of a schoolwide Counseling Program.
Fernandez, Jennifer	Other	Assists the School Leadership Team with the coordination and implementation of a schoolwide Activities Program.
	Other	Assists the School Leadership Team with the coordination and implementation of a College Advisement Program.
Fernandez, Melissa	Magnet Coordinator	Assists the School Leadership Team with recruiting and development of the overall academic program.

Demographic Information

Principal start date
Monday 7/26/2021, Cadian Collman

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.*
49

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.*
24

Total number of teacher positions allocated to the school
68

Total number of students enrolled at the school

1,613

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

6

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

4

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	144	147	142	290	276	269	263	1531
Attendance below 90 percent	0	0	0	0	0	0	2	2	2	5	12	15	17	55
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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	5	3	9	0	3	2	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	6	1	3	1	3	4	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	26	12	27	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	2	0	0	1	4

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

Wednesday 6/30/2021

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	150	154	166	313	307	278	245	1613
Attendance below 90 percent	0	0	0	0	0	0	2	2	0	13	15	17	44	93
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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	1	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	2	3	0	3	2	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	0	0	1	3	4	1	15

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	1	0	0	0	0	1	1	3

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%	96%	59%	56%
ELA Learning Gains				69%	54%	51%	71%	56%	53%
ELA Lowest 25th Percentile				77%	48%	42%	81%	51%	44%
Math Achievement				92%	54%	51%	95%	51%	51%
Math Learning Gains				68%	52%	48%	73%	50%	48%
Math Lowest 25th Percentile				77%	51%	45%	82%	51%	45%
Science Achievement				94%	68%	68%	93%	65%	67%
Social Studies Achievement				98%	76%	73%	99%	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	96%	68%	28%	67%	29%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	73%	25%	71%	27%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	99%	63%	36%	61%	38%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	87%	54%	33%	57%	30%

Grade Level Data Review - Progress Monitoring Assessments

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

The following progress monitoring assessments were used to compile the data below:
Grades 9-12- Midyear Assessment results

Grade 9				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students		88.0%	
	Economically Disadvantaged		84%	
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		83%	
	Economically Disadvantaged		73%	
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		81%	
	Economically Disadvantaged		75%	
	Students With Disabilities			
	English Language Learners			

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

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
SWD	47	33		60	30						
ELL	73	65	65	73	48	47	85	83	80	86	100
ASN	93	77									
BLK	89	58		80	20						
HSP	87	63	65	83	51	52	90	93	78	97	99

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
WHT	91	71	75	84	54	60	91	88	76	98	100
FRL	84	59	56	77	40	46	89	94	67	97	100

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
SWD	81	67	64	72	50		92				
ELL	84	63	73	91	70	79	83	97	97	100	91
ASN	100	92									
BLK	86	62	27	88	56		100				
HSP	93	69	77	92	67	79	92	98	99	100	96
WHT	95	70	83	93	71	74	97	100	100	97	93
FRL	92	68	70	81	54	52	96	100	100	100	93

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
SWD	83	61		92	67						
ELL	82	68	79	96	68	75	81	94	95	92	91
ASN	100	75									
BLK	91	57		100	75		92			100	89
HSP	96	71	83	95	72	81	93	98	99	98	96
WHT	96	73	74	96	74	81	94	100	97	100	100
FRL	97	76	84	93	78	85	92	92	100	100	94

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	80
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	89
Total Points Earned for the Federal Index	955
Total Components for the Federal Index	12
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	75
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	85
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	62
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	79
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	81
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	74
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?

2019 Data Findings:
MAST outperformed the District by 35 percentage points in ELA achievement, 30 percentage points in Math achievement, 32 percentage points in Grade 8 Science achievement, and 25 percentage points in Social Studies achievement.

All ELA subgroup's achievement decreased by 5 percentage points or less except for ELL(2 percentage point increase) and Asian subgroup (remained constant) compared to the 2018 data. The ELA subgroups learning gains increased for SWD (6 percentage points), BLK (5 percentage points) and ASN (17 percentage points) subgroups while the percentage points decreased for the ELL (13 percentage points), HSP (2 percentage points), WHT (3 percentage points) and FRL (7 percentage points) subgroups. The ELA Subgroups Learning Gains decreased by 6 percentage points for the ELL, HSP and FRL subgroups and increased for the White subgroup by 9 percentage points.

All Math Subgroups achievement decreased between 3 and 20 percentage points compared to the 2018 data. Math Learning Gains and Learning Gains L25 decreased for all subgroups except for ELL where Learning Gains L25 increased by 4 percentage points compared to 2018 data.

2020-2021 Data Findings:
MAST outperformed the District by 34 percentage points in ELA achievement, 36 percentage points in Math achievement, 29 percentage points in Grade 8 Science achievement, and 33 percentage points in Social Studies achievement. The 2021 data findings show a decline across content areas: 5 percentage points in ELA achievement, 9 percentage points in Math achievement, 4 percentage points in Science achievement and 6 percentage points in Social Studies.

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

2019 Data Findings:
The ELA ELL subgroup decreased by 5 percentage points in learning gains and 6 percentage points in the lowest 25. There is 42 percentage point difference in performance between ELL students and the general student population which demonstrates an area of concern and need for improvement.

2021 Data Findings:
The 2021 data results are consistent with the 2019 data results. There was a 5 percentage point decrease for grades 6-10 in ELA achievement as compared to the 2019 data findings. Our ELA L25 achievement decreased by 10 percentage points. In addition, there was a 9 percentage point decrease in Math achievement as compared to the 2019 data findings. There was a 17 percentage point decline in learning gains and a 18 percentage point decline in the L25 group.

Upon further analyzing the data, the greatest need for improvement is in the L25 for both ELA and Math.

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

2019 Data Findings:
For the past six years, we have been focused on an ever growing student population and the establishment of new Cambridge programs. With this growth in our student population has come a shift in our student demographics to include more ELL students and recently exited level 5 ELL students. Initiatives to meet the needs of these students have been created and implemented over the last several years with varying levels of success. Strategies such as targeted instruction and language support have proven successful with this subgroup however we will continue to find new solutions that will benefit this growing population.

2021 Data Findings:
Due to the onset of Covid-19 and the constant quarantined personnel and students, there was inconsistency in the instructional stability targeting are subgroups. There is an evident decline in achievement thus creating a notable learning gap. The major contributing factor to the decline of Grade 6 scores was the lack of a steady teacher. The class was covered by a substitute teacher for a large portion of the school year. Veteran teachers have been assigned to the affected middle school grade levels and new COVID protocols will reduce the number of students affected by quarantine throughout the year.

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

2019 Data Findings:
The data component that showed the most improvement between 2018 and 2019 was science achievement with an improvement of 1 percentage point between 93 and 94 percent.

2021 Data Findings:
Although there were no evident improvements in the data components as compared to the 2019 data findings, both Biology and US History only declined by one to three percentage points remaining in the upper 90th percentile ranking.

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

2019 Data Findings:
With proficiency scores significantly higher than the District average, it is important to find innovative ways to increase student performance ever higher. For 2019, we focused on increasing hands-on lab activities to improve student retention of science facts and increase student engagement.

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

The following strategies will be implemented to accelerate learning: Data-Driven Instruction, Differentiated Instruction, Extended Learning Opportunities

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.

Professional development opportunities focusing on the utilization of the Performance Matters platform will be offered. The format of the professional development will be small group by discipline and grade level to target specific teacher needs.

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

Based on the Early Warning System, there are 74 students with substantial deficiencies in reading with the bulk of the students in the middle school. Understanding the impact of literacy across the curriculum, there will be a focus on analyzing ELA data to identify students who would benefit from more specific instruction. Teachers will be part of the process by assisting with the identification of students, helping establish protocols for providing differentiated instruction, and maintaining an active role in monitoring students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the Early Warning System, there are 74 students with substantial deficiencies in reading in the middle school. The 2021 data findings demonstrate a 5 percentage point decrease in ELA achievement as compared to the 2019 data findings. In addition, our ELA L25 achievement decreased by 10 percentage points and our learning gains decreased by 4 percentage points compared to the 2019 data results. Understanding the impact of literacy across the curriculum, and the rigor of college level courses that these students will be expected to undertake, mitigating these deficiencies is critical to the students' overall academic success.
Measurable Outcome:	If we succesfully meet our goals, the school will reduce by 25 percentage points the number of students identified as being deficient in reading in grades 6-8 as measured by performance on the 2022 state assessment.
Monitoring:	Student performance will be monitored at the beginning, middle, and end of the year using iReady. Data chats between the leadership team and affected teachers will take place quarterly. Teachers will receive professional development on iReady and data will be broken down and discussed by subgroup and students. Classroom walkthroughs will be conducted to ensure implementation of literacy goals and to identify additional areas where changes would be beneficial.
Person responsible for monitoring outcome:	Michael Gould (gouldm@dadeschools.net)
Evidence-based Strategy:	Within the target element of ELA our school will focus on the evidence based strategy of data driven instruction.
Rationale for Evidence-based Strategy:	Data driven instruction will assist us in improving the performance of our identified students as it is a systemic approach to providing instruction. Data driven instruction will ensure that teachers are tailoring their lessons using relevant and recent student data.

Action Steps to Implement

Step 1: By September 30, 2021, Power Bi data will be used to provide each teacher with a disaggregated list of student's ELA data including additional relevant information about the students. This data will drive the proper grouping of students for targeted instruction.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 2: The week of September 13-17, 2021, middle school ELA teachers will conduct the iReady diagnostic . Results from this assessment will provide additional information to assist in the grouping of students for targeted instruction.

Person Responsible	Kelly Apolinar (kapolinar@dadeschools.net)

Step 3: Beginning October 4-8, 2021, the leadership team will conduct data chats with affected teachers to discuss student performance on the iReady diagnostic exam and develop strategies for improving student literacy.

Person Responsible	Liliana Suarez (lilisuarez@dadeschools.net)

Step 4: Beginning September 8-October 11, 2021, walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in implementation of data driven instruction.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 5: Beginning November 16-December 7, 2021, collaborative conversations will take place through Department meetings to drive the implementation of class groupings. Teachers will be provided support and encouraged to attend professional development focusing data driven instruction.

Person Responsible Stella Crespo (screspo@dadeschools.net)

Step 6: Beginning November 22-December 17, 2021, ELA teachers will administer the Mid-Year Assessments for ELA. Results from this assessment will drive the formation of new grouping of students based on targeted areas of deficiency.

Person Responsible Liliana Suarez (lilisuarez@dadeschools.net)

Step 7: Beginning January 31-April 29, 2022, teachers of the identified at risk students in Grade 7 will be provided with internal support focused on peer observations and feedback. Collaborative conversations will focus on peer feedback and teaching practices to meet students' needs.

Person Responsible Melissa Fernandez (melissafernandez@dadeschools.net)

Step 8: Beginning January 31-April 29, 2022, content area teachers will incorporate strategies focusing on the use of vocabulary words to ensure the understanding of key terms, as well as the introduction of different reading materials that span different reading levels to ensure understanding.

Person Responsible Liliana Suarez (lilisuarez@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the 2019 student assessment data results, there was a disparity of twenty-two percentage points between overall school ELA performance and that of ELL subgroup. The 2021 data results are consistent with the 2019 data results. There was a 5 percentage point decrease for grades 6-10 in ELA achievement as compared to the 2019 data findings. In addition, our ELA L25 achievement decreased by 10 percentage points with 59 percent of the students classified as English Language Learners . In the area of Math, there was a 9 percentage point decrease in Math achievement as compared to the 2019 data findings. There was a 17 percentage point decline in learning gains and a 18 percentage point decline in the L25 group. Upon further analyzing the data, the greatest need for improvement is in the L25 for both ELA and Math. Our school will implement the targeted element of differentiation to identify and address specific learning gaps within this subgroup.
Measurable Outcome:	If we are successful using the targeted strategy of differentiation, we will increase the percentage of ELL students showing proficiency in ELA by 5 percentage points as evidenced by the June 2022 state assessment.
Monitoring:	Student performance will be monitored at the beginning, middle, and end of the year using iReady and Performance Matters. Data chats between the leadership team and affected teachers will take place quarterly. Teachers will receive professional development on monitoring tools and data will be disaggregated and discussed by student. Data collected from these sources will be used to differentiate instruction in the classroom in order to meet the individual student needs. Classroom walkthroughs will be conducted to ensure implementation of literacy goals and to identify additional groupings or areas of targeted instruction that would benefit students.
Person responsible for monitoring outcome:	Liliana Suarez (lilisuarez@dadeschools.net)
Evidence-based Strategy:	Within the target element of differentiation, our school will focus on the evidence based strategy of grouping students for instruction based on academic needs.
Rationale for Evidence-based Strategy:	Differentiation will allow teachers to target areas of weakness for specific students and groups of students, improving overall student performance. This will be particularly effective at improving the performance of marginal students.

Action Steps to Implement

Step 1: By September 30, 2021, Power Bi data will be used to provide each ELA teacher with ELL students a disaggregated list of student ELA data including additional relevant information about the students. Teachers will use this data to create class groupings based on instructional targets and needs.

Person Responsible	Mariam Torossian (marina@dadeschools.net)

Step 2:The week of September 13-17, 2021, middle school ELA teachers will conduct the iReady diagnostic . Results from this assessment will provide additional information as it relates to our ELL subgroup needs.

Person Responsible	Kelly Apolinar (kapolinar@dadeschools.net)

Step 3: Beginning October 4-8, 2021, the leadership team will conduct data chats with affected teachers to discuss performance by standard and to develop strategies for grouping students and providing remediation for student groups based on areas of weakness.

Person Responsible Liliana Suarez (lilisuarez@dadeschools.net)

Step 4: Beginning September 8-October 11, 2021, walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in implementation of identified strategies in groupings and remediation strategies.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 5: Beginning November 16-December 7, 2021, collaborative conversations will take place through Department meetings focusing on knowledge of learner and the used of data to differentiate instruction. Opportunities for collaboration between the ELA teachers and the ESOL teacher will be established.

Person Responsible Stella Crespo (screspo@dadeschools.net)

Step 6: Beginning November 22-December 17, 2021, ELA teachers will administer the Mid-Year Assessments for ELA. Results from this assessment will drive the implementation of differentiated instructional strategies to address student needs.

Person Responsible Liliana Suarez (lilisuarez@dadeschools.net)

Step 7: Beginning January 31-April 29, 2022, content area teachers will incorporate strategies focusing on the use of vocabulary words to ensure the understanding of key terms, as well as the introduction of different reading materials that span different reading levels to ensure understanding.

Person Responsible Liliana Suarez (lilisuarez@dadeschools.net)

Step 7: Beginning January 31-April 29, 2022, The Developmental Language Arts teacher will create an individualized plan of action in collaboration with the ELA teacher for each ELL student identified in the lowest quartile.

Person Responsible Mariam Torossian (marina@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review of the Climate Survey, 48% of the faculty agreed that the building is 'kept clean and in good condition". Similarly, the responses captured on the student climate survey indicated that only 50% of the students agreed that the building is clean and in good condition. Maintaining a welcoming and clean environment has a direct correlation to the faculty and students overall well being. Our school will implement the targeted element of social emotional learning as it relates to consistent protocols to maintaining a clean and welcoming school environment.
Measurable Outcome:	If we successfully implement the targeted area of social emotional learning, the percentage of students and staff that agree that the building is 'kept clean and in good condition" will increase by 5 percentage points on the 2021-2022 School Climate Survey.
Monitoring:	Google surveys will be conducted quarterly to collect student and staff data regarding the condition of the school building and to identify specific areas of concern.
Person responsible for monitoring outcome:	Michael Gould (gouldm@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of culture and environment we will focus on the evidence-based strategy of cleanliness initiatives. These initiatives will help improve student and staff morale, creating a more welcoming and clean school environment.
Rationale for Evidence-based Strategy:	The more welcoming environment will have a ripple effect on other areas of school culture as stakeholder behaviors and attitudes about the school environment begin to shift. Improvements focusing on safety and cleanliness will be embedded in daily practices thereby resulting in optimal working and learning conditions for all stakeholders.

Action Steps to Implement

Step 1: The School Leadership Team will conduct walkthroughs biweekly to review the building's current condition and identify areas of focus.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 2: Beginning August 30-October 11, 2021 (once a month), the School Leadership Team will meet with custodial supervisors and staff to establish cleanliness protocols and clarify expectations for creating a welcoming environment.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 3: Beginning August 30-October 11, 2021, work orders will be submitted for identified issues and their progress will be monitored on a monthly basis with follow up to ensure any open work orders are completed and closed.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 4: Beginning August 30-October 11, 2021 (first week of each month), the School Leadership Team will encourage stakeholder cooperation and promote interpersonal communication regarding safety and cleaning protocols on a monthly basis.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 5: By November 5, 2021, the School Leadership Team and Custodial Staff will review results of quarterly cleanliness survey to identify areas of focus for the coming month.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 6: Beginning November 1- December 17, 2021, follow-up practices will be implemented to ensure the completion of tasks.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 7: By January 31, 2022, The School Leadership team will create a Daily Building Cleanliness and Sanitation Inspection Plan to monitor completion of custodial cleaning and sanitation tasks.

Person Responsible Cadian Collman (collman@dadeschools.net)

Step 8: By April 29, 2022, the custodial team will be provided with opportunities to attend cleaning protocol trainings.

Person Responsible Michael Gould (gouldm@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on the data from the School Climate survey and the SIP reflection survey, our school will focus on the Targeted Element of Specific Teacher Feedback. During the 2020-2021 school year, only 69% of teachers in the building indicated that they agreed or strongly agreed that the Principal responds to their concern in a reasonable time on the School Climate Survey. The data shows that if teachers feel they are not receiving the appropriate feedback from the school leader then this will negatively impact students' success and causes a decrease in teachers' abilities to professionally grow as individuals.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will receive timely feedback on their concerns and/or teaching practices. The success of this goal will be measured by a 5 percentage point increase in teachers indicating an improvement in communication processes from the first to last survey conducted.
Monitoring:	The Leadership team will create quarterly surveys that will capture the teachers' responses on the effectiveness of the communication process implemented. Survey results will be utilized to address areas of weakness and enhance the practices in place.
Person responsible for monitoring outcome:	Michael Gould (gouldm@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of Communication with Stakeholders. The school leader will ensure stakeholders holders are properly informed through recurring meetings, up to date website and digital communication.
Rationale for Evidence-based Strategy:	Getting periodic feedback from staff regarding the effectiveness of communication will help the leadership team create communication protocols that meet the needs of our stakeholders.

Action Steps to Implement

Step 1: By August 18, 2021, the School Leadership Team will create and distribute an initial communication survey to be shared with faculty.

Person Responsible	Liliana Suarez (lilisuarez@dadeschools.net)

Step 2: By September 30, 2021, an analysis of initial communication survey results will be conducted to identify specific action steps.

Person Responsible	Melissa Fernandez (melissafernandez@dadeschools.net)

Step 3: By August 31, 2021, duties and responsibilities of the leadership team will be distributed to the faculty. This will ensure all stakeholders know who to communicate with about specific issues and that the leadership team is in a better position to provide timely communication.

Person Responsible	Michael Gould (gouldm@dadeschools.net)

Step 4: By October 11, 2021, a follow up communication survey will be created and distributed to measure impact of communication protocols implemented.

| **Person Responsible** | Liliana Suarez (lilisuarez@dadeschools.net) |

Step 5: Beginning November 2- December 7, 2021, the Leadership Team will conduct bi-weekly team walkthroughs. Teacher feedback will be provided following the weekly walkthroughs.

| **Person Responsible** | Cadian Collman (collman@dadeschools.net) |

Step 6: By December 17, 2021 a teacher feedback survey will be created and distributed to measure impact of practices implemented.

| **Person Responsible** | Liliana Suarez (lilisuarez@dadeschools.net) |

Step 7: By February 11, 2022, the School Leadership Team will conduct midyear data chats with core content area teachers. The collaborative conversations will focus on data analysis and instructional feedback.

| **Person Responsible** | Cadian Collman (collman@dadeschools.net) |

Step 8: Beginning January 31- April 29, 2022, the school leadership will conduct periodic, in-person check-ins with the faculty and staff. The check-ins will enable the School Leadership Team to keep track of staff needs and provide support and guidance.

| **Person Responsible** | Cadian Collman (collman@dadeschools.net) |

Additional Schoolwide Improvement Priorities

Using the 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.

Using the SafeSchoolsforAlex.org site to compare discipline data for the school there were no significant areas to note. MAST Academy is ranked #35 out of 505 high schools statewide. Mast Academy reported 0.7 incidents per 100 students. When compared to all high schools statewide, it fall into the very low category. We will continue to prioritize creating a safe and welcoming school environment for all of our stakeholders with appropriate interventions conducted when necessary.

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 when considering school culture is our ability to provide a physically and emotionally safe school environment. Incidents of bullying or harassment are minimal and are dealt with decisively. Mutual respect is modeled and promoted by staff and administration. A "CARES committee" has been created to discuss and recommend steps that we can take as a school community to actively engage in creating an inclusive environment for all stakeholders. There are specific standards within the other areas that are areas of great strength for our school, but must be balanced with areas of weakness in those same areas. In the area of Support, Care, and Connections we are very successful in creating relationships with parents and the community. Our school creates experiences throughout the years to engage parents and family to ensure they have the tools to support their students. Parents are provided the opportunity to meet monthly with school leaders to discuss concerns and specific office hours are set aside for parents to meet individually with administrators. We need to work on improving communication internally within the school and ensuring all stakeholders internally feel empowered to enact change and that school leadership is accessible to them.

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

The stakeholders involved in creating a positive school environment are the Principal, Assistant Principals, teacher leaders, and counselors (our school leadership team). The Principal's role is to monitor and oversee all school initiatives and respond to concerns with morale within the staff. The Assistant Principal's will assist in ensuring all information is shared with stakeholders in a timely manner and that school programs and operations are carried out as intended. Teacher leaders assist in providing and responding to feedback from stakeholders and on collaborating with administration on the development of academic programs at the school. Guidance counselors are responsible for providing and responding to feedback from stakeholders and collaborating with administration on the development of programs for the academic, mental, and emotional well-being of students.