

Miami-Dade County Public Schools

Mast@Fiu



2021-22 Schoolwide Improvement Plan

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Mast@Fiu

14301 BAY VISTA BLVD, North Miami, FL 33181

mastfiu@dadeschools.net

Demographics**Principal: Roberto Sarmiento E**

Start Date for this Principal: 8/13/2014

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)	57%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (84%) 2017-18: A (90%) 2016-17: A (77%)
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	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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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.

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

Provide the school's vision statement.

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

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
Sarmiento, Robert	Principal	Schedule and facilitate faculty and professional development meetings and assessment reviews, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
Cariski, Meredith	Teacher, K-12	Monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed, report on progress for ELA classes.
Acevedo, Marie	School Counselor	Schedule and facilitate assessment and attendance reviews, monitor instruction and assessments.
Ellis, Hanna	Teacher, K-12	Monitor data, facilitate courses assessment reviews, interact with peers and students to make instructional recommendations, provide in-house staff training, provide interventions as needed, report on progress for ELA classes.
Spencer, Stacey-Ann		

Demographic Information

Principal start date

Wednesday 8/13/2014, Roberto Sarmiento E

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.*

10

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.*

10

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

465

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

4

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

5

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	0	134	119	113	99	465
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	3	1	2	10
One or more suspensions	0	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	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	1	1	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	9	0	0	0	9

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	0	0	0	1

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

Tuesday 7/27/2021

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	127	117	99	97	440
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	1	2	4	10
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	3	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	2	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	1	3

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	0	1	0	0	1

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				96%	59%	56%	96%	59%	56%
ELA Learning Gains				72%	54%	51%	74%	56%	53%
ELA Lowest 25th Percentile				73%	48%	42%	77%	51%	44%
Math Achievement				97%	54%	51%	98%	51%	51%
Math Learning Gains				60%	52%	48%	80%	50%	48%
Math Lowest 25th Percentile				71%	51%	45%	92%	51%	45%
Science Achievement				96%	68%	68%	98%	65%	67%
Social Studies Achievement				93%	76%	73%	100%	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	96%	55%	41%	55%	41%
Cohort Comparison						
10	2021					
	2019	96%	53%	43%	53%	43%
Cohort Comparison		-96%				

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	97%	68%	29%	67%	30%
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	97%	54%	43%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

MAST@FIU used Power BI and Performance Matters to compile the progress-monitoring data below.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		93	
	Economically Disadvantaged		88	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		65	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		92	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		92	
	Economically Disadvantaged		91	
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		NA	
	Economically Disadvantaged		NA	
	Students With Disabilities		NA	
	English Language Learners		NA	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		91	
	Economically Disadvantaged		88	
	Students With Disabilities			
	English Language Learners			

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

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	76	65	67	50							
ASN	91	82									
BLK	94	76	82							100	76
HSP	94	65	57	67	21		100	96		100	95
WHT	96	78	79	86	43		86			100	86

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	94	68	65	50	15		90	90		100	89
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	85	65	70								
BLK	100	86	82					77		100	86
HSP	95	70	76	94	58		93	95		100	81
WHT	95	67	60	100	65		100	100		92	92
FRL	95	70	73	100	56		95	88		100	86
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
ASN	100	80									
BLK	97	64	82					100		100	90
HSP	94	72	74	96	81		97	100		100	77
WHT	98	81		100	81		100	100			
FRL	94	73	71	96	79	90	100	100		100	79

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	73
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	729
Total Components for the Federal Index	10
Percent Tested	100%
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	65
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	87
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	86
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	77
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	82
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	73
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?

Trends across all grade levels show above-average scores when comparing 2019 to 2021 District and State scores. However, when comparing the 2019-2021 ELA learning gain percentage points, there was a 1 percentage point decline from the previous year. When analyzing the progress of the Lowest 25 (L25) percent Subgroup in ELA for 2020-2021, there was a decline from 73% earned in 2019 to 67% in 2021 learning gains of the L25 percent Subgroup. Additionally, the data reflected a minimum decrease of 31 percentage points in Math learning gains for all Subgroups when comparing the 2019 to 2021 scores. When analyzing the progress of the L25 percent Subgroup in mathematics for 2020-2021, there was a decline from 71% earned in 2019 to 30% in 2021 learning gains of the L25 percent Subgroup. Science Achievement levels represented a 1 percentage point increase from 2019 to 2021 for all Subgroups. Social Science achievement scores remained constant across all Subgroups from 2019 to 2021.

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

Based on the 2021 EOC Geometry state assessments, there was a decrease of 30 percentage points from 97% in 2019 to 67% in 2021. Although the state passing rate percentage this year was 45%, we clearly exceeded the state's percentage. This decrease in percentage points demonstrates the greatest need for improvement for our school.

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

Due to the unprecedented circumstances of the 2020-2021 school year, these unforeseen factors may have contributed to the decline in the EOC Geometry state assessments scores. The shift to online and blended learning is believed to be a contributing factor. Actions that will be taken to improve student achievement will include peer-to-peer mentoring, administering topic tests, using pacing guides, analyzing and disaggregating data with the teacher, and attending subject-specific professional developments.

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

When comparing the Mid-Year progress monitoring score to the 2021 FSA and EOC scores, the progress monitoring accurately projected the 2021 spring state assessment results. For example, the 2020 Mid-Year progress monitoring scores demonstrated a 63 percent passing rate for Geometry and the EOC scores reflected a 67 percent passing rate. There was no significant improvement in any of the data components when comparing progress monitoring to state assessments.

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

Through class assessments and student collaboration, students who were performing below expectations were provided more opportunities to practice deficient skills. They were also provided additional opportunities to improve their work and their grades.

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

To accelerate learning, teachers will be provided with student data for the lowest 25 percent in ELA and math to improve instructional delivery and differentiation instruction. Teachers will prioritize standards through diagnostic evaluations and scaffold learning through collaborative planning to bridge learning gaps.

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.

Teachers will benefit from professional development opportunities that focus on data acquisition and analysis. Professional development that improves departmental and cross-curricular collaboration would benefit the school-wide learning environment and student achievement.

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

Students will receive support in the areas of social and emotional learning, after-school tutoring, and participate in a peer-to-peer mentorship that will aid students in navigating curriculum, programs, and classes in a post-MSO/ blended learning environment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on the 2019 and 2021 EOC Geometry state assessment scores, there was a significant decrease of 30 percentage points in student achievement from a 97% to 67% proficiency rate. Based on this decline in proficiency, it is evident that there is a critical need to improve student achievement in this area for the 2021-2022 school year.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 20% increase in student achievement in the 2022 EOC Geometry state assessment.
Monitoring:	Administration and faculty will use progress monitoring data, mid-year assessments, district topic exams, and other formative assessments to evaluate standards-aligned instruction.
Person responsible for monitoring outcome:	Robert Sarmiento (pr7031@dadeschools.net)
Evidence-based Strategy:	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	By providing support in data-driven instruction, teachers will be able to evaluate the efficacy of their instruction in meeting the standards for the course.

Action Steps to Implement

August 23-October 11, 2021

Ensure that faculty have access to standards for all courses, through pacing guides and C-PALMS. Promote faculty usage of pacing guides to plan lessons that align with the Florida Standards. Encourage teachers to attend subject-specific professional development to enhance lesson planning. Collaboration plan will be made available when necessary.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

August 23-October 11, 2021

Provide lesson plan examples of data-driven instruction and model lessons that incorporate the use of data-driven instruction. Additional resources in lesson planning incorporate data-driven instruction to increase fidelity to the practice. Provide Teacher-Directed Observation opportunities for faculty demonstrating a need for additional support.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

August 23-October 11, 2021

Provide teachers with subject-specific school data which will include proficiency levels and areas of remediation. Share school data with teachers and faculty. Teachers will review the data provided by the principal and will begin to disaggregate the information to support students especially the lowest 25% in learning gains.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

August 23-October 11, 2021

Create a remediation program for students who score below proficiency level based on school data as a result of topic tests. The remediation program can include afterschool tutoring, peer-to-peer tutoring, and small group instruction.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

November 1 to December 17, 2021

Offer afterschool intervention, through Beyond Tutoring, to provide small group instruction in mathematics. The instructor will develop a curriculum created by a needs analysis and implement various best practices to improve learning gains.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

November 1 to December 17, 2021

Provide mathematical intervention through an in-school service for struggling students in mathematics or experiencing COVID slippage. The interventionist will focus on skills necessary to build comfort, confidence and improve foundational mathematic skills.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

January 31 to April 29, 2022

Continue to provide mathematical intervention through an in-school service for struggling students in mathematics or experiencing COVID slippage. Evaluate program effectiveness and student participation on a monthly basis using achievement data and teacher input; conduct targeted student-parent outreach to encourage maximum participation.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

January 31 to April 29, 2022,

Continue needs-based spiral review strategies in the classroom and intervention sessions through close collaboration between the Geometry teacher and Interventionist. Facilitate bi-weekly meetings to ensure deep, timely collaboration and frequent data review by April 29, 2022.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: As a STEM-designated school, the majority of STEM-focused instruction was limited to specific courses resulting in our STEM designation dropping from silver to bronze as per the M-DCPS STEM rubric. Therefore, the intention this school year is to increase student engagement in STEM-focused instruction school-wide while ensuring that school-wide engagement is aligned with STEM standards to the math and science curriculum.

Measurable Outcome: By the end of 2021-2022, the STEM designation will increase from bronze to silver designation through the M-DCPS STEM rubric. Our math and science teachers will submit lessons plans quarterly showing evidence they aligned their instruction with STEM-designated standards. 100% of our math and science teachers will participate in a STEM Professional Development session for the 2021-2022 school year and submit a copy of the Professional Development registration and the evaluation.

Monitoring: The Area of Focus will be monitored by adhering to the STEM School Designation rubric to increase the designation from bronze to silver. Math and Science teachers will be monitored by designated Instructional Leaders ensuring that they submit their lessons plans and professional development documents.

Person responsible for monitoring outcome: Christine Rowan (crowan@dadeschools.net)

Evidence-based Strategy: Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.

Rationale for Evidence-based Strategy: Continuous emphasis on student engagement will increase the level of participation in STEM activities, competitions, and lessons. Monthly check-ins through faculty collaboration will monitor STEM-rubric progress.

Action Steps to Implement

August 23-October 11, 2021

MAST@FIU will increase participation in competitions and involvement in STEM-related activities by creating a STEM calendar to organize and notify teachers and students of upcoming events. During faculty collaboration, a designated time will be dedicated to promoting upcoming events and STEM rubric requirements.

Person Responsible Christine Rowan (crowan@dadeschools.net)

August 23-October 11, 2021

MAST@FIU clubs and STEM-focused classes will develop or extend existing partnerships and participate in four documented physical or virtual interactions. Club sponsors will document a minimum of one interaction per nine weeks.

Person Responsible Christine Rowan (crowan@dadeschools.net)

August 23-October 11, 2021

Teachers will attend one STEM related professional development and submit a copy of the registration and evaluation. Teachers will share information learned at the professional development.

Person Responsible Christine Rowan (crowan@dadeschools.net)

August 23-October 11, 2021

Teachers will implement STEM standard-aligned lesson plans that adhere to the STEM rubric. Teachers will complete one M-DCPS STEM lesson plan per quarter.

Person Responsible Christine Rowan (crowan@dadeschools.net)

November 1 to December 17, 2021

Team Leaders will create a digital binder as a hub for documenting and sharing items required to move the STEM designation from bronze gold. The digital binder will host evidence of progress through the science and math departments.

Person Responsible Christine Rowan (crowan@dadeschools.net)

November 1 to December 17, 2021

Teachers will design school-wide projects that include STEM-based research and sustainability action plans. The results will be posted in the Bay Current to educate the school and community of ongoing STEM activities and results.

Person Responsible Christine Rowan (crowan@dadeschools.net)

January 31 to April 29, 2022

Provide additional opportunities for teacher-driven observation of STEM lesson plans implementation. Specifically, the Instructional Leader will coordinate with the Computer Science teacher to facilitate faculty observation of an upcoming STEM lesson partnership with Engineering Tomorrow.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

January 31 to April 29, 2022

Provide bi-monthly collaboration time and space to encourage teachers to develop inter-disciplinary STEM lessons focused on environmental and marine science themes that engage our school's community partners (FIU, Fairchild, WaterKeeper, etc). Develop inter-disciplinary STEM lessons related to Earth Week 2022.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: According to 2020-2021 School Climate student attendance report, 3% of the students incurred 16-30 days of absences, while 10% were absent between 11-15 days. Though this increase was slight from the 2019-2020 School Climate student attendance report, the overall success of the student population relies on students being physically in school for academic sustainability and social emotional growth. The data also indicates that some students experienced personal difficulties in coping with the pandemic and remote learning.

Measurable Outcome: In order for students to learn, they must be present to receive instruction. Student attendance correlates with increased student performance. By monitoring monthly student attendance reports, there will be a 5% overall increase in schoolwide attendance by the end of the 2021-2022 school year. It is anticipated that improvements will be observed in student performance, schoolwide attendance, and social emotional growth.

Monitoring: Administration, Student Services Department, and Teacher Leaders will monitor monthly attendance and communicate with student and parents of those who demonstrate excessive absences.

Person responsible for monitoring outcome: Robert Sarmiento (pr7031@dadeschools.net)

Evidence-based Strategy: Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy: Attendance monitoring will increase communication and counselling to facilitate data collection and longitudinal analysis of student performance, attendance, and behavior. It will also facilitate early intervention when problems or concerns arise.

Action Steps to Implement

August 23-October 11, 2021

Monitor student attendance monthly to determine students who have accrued 5 or more absences. Monthly review of attendance will be conducted by the counselor.

Person Responsible Marie Acevedo (marie.acevedo@dadeschools.net)

August 23-October 11, 2021

Review quarterly report cards to monitor student's academic progress and establish a plan for those who are not meeting academic thresholds.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

August 23-October 11, 2021

Implement Mindfulness strategies through the Mindfulness Kids Miami to promote students' social-emotional learning and wellness.

Person Responsible Marie Acevedo (marie.acevedo@dadeschools.net)

August 23 - October 11, 2021

Implement attendance initiatives by monitoring student attendance and providing incentives to increase

student attendance. Attendance initiatives include, celebrating success through recognition in weekly announcements, quarterly certificates, and spirit memorabilia.

Person Responsible Marie Acevedo (marie.acevedo@dadeschools.net)

November 1 to December 17, 2021

Schedule small group Mental Wellness sessions through the school counselor and Itinerant Mental Health Counselor during elective or FLVS courses. Counselors will discuss topics and resources that may improve the social and emotional learning of students. In addition, counselors will help build awareness and connect students with the appropriate resources.

Person Responsible Marie Acevedo (marie.acevedo@dadeschools.net)

November 1 to December 17, 2021

Organize and build community relationships through quarterly activities that provide students the opportunity to develop social skills that establish a school-wide community network. This network will provide resources on how to balance school, social and home-based relationships and develop skills to cope with imbalances.

Person Responsible Christine Rowan (crowan@dadeschools.net)

January 31 to April 20, 2022

Increase teacher involvement in identifying and notifying the administration and counselor by referring students to the office when they accumulate five or more unexcused absences.

Person Responsible Roberto Sarmiento (rsarmiento@dadeschools.net)

January 31 to April 20, 2022

Make attendance an item for discussion in all school activities, parent-teacher conferences, daily classroom announcements, and sending frequent email and SMS messages via School Messenger concerning overall attendance guidelines and regulations.

Person Responsible Roberto Sarmiento (rsarmiento@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	According to the 2020-2021 School Climate survey feedback, 22% of the staff disagreed with question 3 that school personnel work together as a team, 11% disagreed with question 28 that staff morale was high at their school, while 6% were neutral. When comparing the 2019-2020 School Climate survey feedback, both questions decreased within 14 percentage points. It is evident that the need to create teacher leadership positions will improve staff morale, empower teachers, and promote support through peer-to-peer mentoring for the 2021-2022 school year.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 10% increase in personnel teamwork and staff morale, through the development of teacher leadership positions, and the introduction of a lab manager and sustainability, to provide new opportunities for teachers to assume a leadership role among their peers.
Monitoring:	Leadership team will monitor teacher participation in leadership positions and assist in providing collaborative, job-embedded professional development opportunities. In addition, the school calendar will reflect monthly collaborative faculty meetings to ensure effective communication of professional opportunities.
Person responsible for monitoring outcome:	Robert Sarmiento (pr7031@dadeschools.net)
Evidence-based Strategy:	Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).
Rationale for Evidence-based Strategy:	Generating momentum to accomplish school and community goals is an alignment of team and individual effort. Pathways must be provided to equip others with the right tools for success. Excelling in this area requires enhancing individual performance through professional development, tapping into individual strengths by identifying critical members of the team to harness input, and promote a common bond along with on-going communication so that goals are attainable.

Action Steps to Implement

August 23-October 11, 2021

Create leadership teams within the school to develop and enhance communication pathways through collaborative faculty meetings.

Person Responsible Christine Rowan (crowan@dadeschools.net)

August 23-October 11, 2021

Promote professional development (PD) through in-house collaboration opportunities with teachers. PD activities will include peer-to-peer mentoring, faculty collaboration, and subject-specific support in instructional delivery. Survey teachers and identify leaders who will present and train staff according to staff and school needs.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

August 23-October 11, 2021

Facilitate peer-to-peer mentoring opportunities through Teacher Driven Observations (TDO) to promote efficacy in instructional design and delivery. Provide a virtual space in Teams for peers to share best practices and utilize instructional coaching strategies to encourage TDO.

Person Responsible Hanna Ellis (hellis@dadeschools.net)

August 23-October 11, 2021

Create a school calendar that houses all pertinent information to promote communication, mentoring opportunities, collaborative faculty meetings, and schoolwide in-house events.

Person Responsible Christine Rowan (crowan@dadeschools.net)

November 1 - December 17, 2021

Improve communication by promoting the MAST@FIU Shared Drive, where teachers can effectively access, submit, and share school-related documents.

Person Responsible Robert Sarmiento (pr7031@dadeschools.net)

November 1 - December 17, 2021

Provide professional development on best practices of school-wide educational technology and resources that will assist teachers in utilizing tools with fluidity and efficacy to reach all learners.

Person Responsible Hanna Ellis (hellis@dadeschools.net)

January 31 - April 29, 2022

Host regularly scheduled monthly meetings for the leadership team to plan and coordinate efforts across various areas- instruction, curriculum, testing, student services, STEM and SEL- to ensure magnet priorities are addressed.

Person Responsible Roberto Sarmiento (rsarmiento@dadeschools.net)

January 31 - April 29, 2022

Integrate the school-wide calendar to our existing technology platform and enable editing access to selected school personnel to add upcoming events and dates. If needed, provide training to selected personnel on accessing and updating this calendar.

Person Responsible Roberto Sarmiento (rsarmiento@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.

According to SafeSchoolsforAlex.org, the Marine Academy of Science and Technology (MAST@FIU) earned a very low ranking when compared to all high schools statewide on the School Safety Dashboard. MAST@FIU is ranked #9 out of #505 high schools in the state of Florida. Based on the data, MAST@FIU had zero violent incidents, zero property incidents, and .25 incidents in Drug/Public Order Incidents (Trespassing). In order to continue with our low rank of negative discipline incidents, we will continue to provide support for students and families through our administration, Student Services, and teachers. Additionally, elements of Social-Emotional Learning will be embedded throughout the curriculum and shared with stakeholders.

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.

MAST@FIU promotes a positive school culture and the environment by clearly communicating safety and security procedures to all stakeholders, participating in routine safety drills, promoting inclusivity and respect through extra-curricular organizations. Faculty and staff promote school policies in an equitable manner to ensure fairness and consistency. Students are recognized for their accomplishments and their contributions to the school. Students are encouraged to form new clubs and activities that align with their specific interests while promoting engagement and collaboration.

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

Faculty and Staff are responsible for the overall safety and security of the building and its inhabitants. All stakeholders are apprised of the policies and procedures that promote a safe and effective learning environment at the beginning of each school year and as necessary thereafter. Students, faculty, staff, and parents are encouraged to take an active role in promoting a safe and effective learning environment by communicating effectively when concerns arise.

Students are responsible for their own safety and security as well as for others. Students are provided information and group instruction about the safety and security policies that impact their enrollment. Students are afforded numerous methods such as FortifyFL and District mental health crisis hotline, to communicate issues related to safety and personal health at anytime day or night.

Parents are responsible for the overall health and welfare of their children at home, and to monitor and assist in the educational process. Parents are provided extensive information and resources that will assist them in their partnership with the school.

University and Business Representatives are responsible for providing tangible and intangible resources that support the overall mission of the school as well as feedback about school performance.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6000	100-Salaries	7031 - Mast@Fiu	General Fund		\$2,000.00
			<i>Notes: Afterschool tutoring</i>			
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	239-Other	7031 - Mast@Fiu	General Fund		\$2,000.00
			<i>Notes: Stem Competition, Events, Registrations, and Transportation</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3361	790-Miscellaneous Expenses	7031 - Mast@Fiu			\$2,000.00
			<i>Notes: Student incentives due to attendance.</i>			
4	III.A.	Areas of Focus: Leadership: Leadership Development				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7031 - Mast@Fiu			\$0.00
			<i>Notes: District PD's</i>			
Total:						\$6,000.00