2013-2014 SCHOOL IMPROVEMENT PLAN

Mast@Fiu

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School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	84%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A				

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mast@Fiu

Principal
Milagros R. Fornell

School Advisory Council chair
Jose M. Fernandez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Georgina Koch	Lead teacher
Arleen J. Senas	Language Arts teacher
Jose M. Fernandez	Mathematics teacher
Cristina Escobar	Science teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal - 1 representative
Alternate Principal - 1 representative
Chairperson - 1 Teacher representative
Teacher - 1 representative (alternate)
Parent - 4 representative, 1 alternate
Student - 1 representative, 1 alternate
Business Community representative - 1 representative

Involvement of the SAC in the development of the SIP

SAC has the responsibility for developing, implementing and monitoring the School Improvement Plan. The SAC will monitor the implementation of the School Improvement Plan on an ongoing basis throughout the school year. Using the Florida Continuous Improvement Model (FCIM), the SAC will analyze student performance data and align the SIP with goals that are in accordance with school,

district and state mandates. The EESAC committee will approve the School Improvement Plan. At each EESAC meeting, the SAC will review and adress progress on the implementation of the SIP.

Activities of the SAC for the upcoming school year

The SAC will meet bi-monthly to review school assessment data and set goals for the instructional program. They will also work to allocate EESAC funds (if available) to support the instructional program.

Projected use of school improvement funds, including the amount allocated to each project

Available funds will be allocated as follows:
100% of funds will go directly into supplies for student use including incentive programs, recognition and student activities

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Milagros R. Fornell		
Principal	Years as Administrator: 25	Years at Current School: 0

Credentials	Masters of Mathematics Education Certification: School Principal: all levels
Performance Record	Outstanding

Georgina Koch		
Asst Principal	Years as Administrator: 2	Years at Current School: 0

Credentials	Bachelors of Science, Microbiology, University of Florida Masters of Science, Science Education, Florida International University Education Specialist, Professional Teaching and Learning, University of Miami Certifications: Biology 6-12, Middle Grades Science, Educational Leadership, National Board for Professional Teaching Standards
Performance Record	2013 - School Grade B High Standards Reading - 64% High Standards Mathematics - 58% Learning Gains - Reading 71% Learning Gains - Math 62% Gains in Reading (lowest 25%) - 72% Gains in Mathematics (lowest 25%) - 52% Reading AMO - 69% Mathematics AMO - 69% 2012 - School Grade - A High Standards Reading - 63% High Standards Mathematics - 61% Learning Gains - Reading 67% Learning Gains - Math 69% Gains in Reading (lowest 25%) - 70% Gains in Mathematics (lowest 25%) - 64% Reading AMO - 66% Mathematics AMO - 66% 2011 - School Grade - A High Standards Reading - 78% High Standards Mathematics - 77% Learning Gains - Reading 69% Learning Gains - Mathematics 74% Gains in Reading (lowest 25%) - 79% Gains in Mathematics (lowest 25%) - 73% Reading AMO - 63% Mathematics AMO - 63% 2010 - School Grade - A High Standards Reading - 74% High Standards Mathematics - 70% Learning Gains - Reading 67% Learning Gains - Mathematics 69% Gains in Reading (lowest 25%) - 68% Gains in Mathematics (lowest 25%) - 65% 2009 School Grade A High Standards Reading - 93% High Standards Mathematics - 94% High Standards Writing - 95% Learning Gains - Reading 78% Learning Gains - Mathematics 70%

Gains in Reading (lowest 25%) - 86%
Gains in Mathematics (lowest 25%) - 79%
2008 School Grade A

Classroom Teachers

# of classroom teachers
5

 # receiving effective rating or higher
(not entered because basis is < 10)

 # Highly Qualified Teachers
100%

 # certified in-field
5, 100%

 # ESOL endorsed
0, 0%

 # reading endorsed
0, 0%

 # with advanced degrees
5, 100%

 # National Board Certified
1, 20%

 # first-year teachers
2, 40%

 # with 1-5 years of experience
2, 40%

 # with 6-14 years of experience
1, 20%

 # with 15 or more years of experience
0, 0%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Because MAST @ FIU Biscayne Bay Campus is a new high school, teachers were actively recruited to open this program. Available positions were advertised by the district and Principal. Several interviews were held so that the most interested, highly qualified teachers were considered for the initial positions.
For subsequent years, teachers will be recruited using the full resources of the district, including advertising available positions through Human Resources, communication with district supervisors across all subject areas; and announcements made at department chairperson meetings. This

multidimensional method of recruiting seeks to obtain a large pool of interested new and veteran applicants for the next school year in an effort to select the most effective, motivated, and highly qualified teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

MAST @ FIU Biscayne Bay Campus incorporates the MINT program for beginning teachers. This includes monthly meetings with mentors. There are two MINT mentors: one is currently National Board Certified and highly accomplished and the other was National Board Certified and is highly accomplished. Both teachers have extensive mentoring experience in the areas of classroom management, curriculum planning, data and instruction, and effective teaching strategies.
In addition, newer teachers have been paired with veteran teachers from other school sites so that they have additional support as they develop lesson plans and their curriculum. This partnership is fostered through the use of the collaboration portal and other digital communication. Professional development and planning days are utilized so that the MAST teachers may meet with partner teachers at their school site. This time is allotted to allow for common planning and access to resources from the veteran teacher. Other programs are being implemented, such as the AP mentor program which is being organized by M-DCPS to pair new AP teachers with veteran, accomplished AP teachers.
MAST @ FIU Bicayne Bay Campus has a unique relationship with our partner university where we utilize their professors as mentors for teachers and as guest presenters in the classroom. It is this relationship that provides an extraordinary opportunity to collaborate with post secondary professors to better prepare our students for the next level of learning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS leadership team will meet monthly to assist with implementation and monitoring of SIP by utilizing available data. Goals are implemented using the Florida Continuous Improvement Model (FCIM) and include identifying areas for improvement, positively impacting student achievement, modifying curricula to address student needs, and the continuous professional development for teachers. Additionally the team monitors trends in school safety, school culture, literacy, student attendance, student socio/emotional wellness, and the prevention of student failure through early intervention strategies. The MTSS leadership team will communicate findings to all stakeholders and work with the Literacy Leadership team to assist in the implementation of school goals.
The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising

goals or providing enrichment respectively.

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

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier I Leadership Team:

• Georgina Koch, Lead Teacher – schedule and facilitate MTSS meetings, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

• Jose Fernandez, Math teacher – EESAC chair – monitor data, make instructional recommendations, provide interventions as needed.

• Arleen Senas – Language Arts teacher – monitor data, make instructional recommendations, provide interventions as needed, report on progress for reading class

• Christina Escobar – Science teacher – monitor data, make instructional recommendations, provide interventions as needed.

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

Tier 2

Selected members (Georgina Koch, Jose Fernandez) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Selected teachers will be involved when needed to provide information or revise efforts in the implementation of the SIP.

Tier 3 SST

Members of the Tier 1 Leadership Team, Tier 2 Team, and parent/guardian will make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team members meet monthly by department to review school-wide data and to develop the 2013-2014 School Improvement Plan (SIP). Findings of the meetings will be shared with the Educational Excellence School Advisory Council (EESAC) and will be used to modify the SIP as needed. District assessments and weekly walk-throughs will ensure that there is fidelity in the delivery of instruction and that the school's academic and socio-emotional goals are aligned with the SIP.
Monthly faculty meetings will further address fidelity to the SIP. Parent partnerships though EESAC and PTO will also serve to monitor MTSS and SIP implementation.
The Tier 1 and Tier 2 worksheets document provides supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:
Academic:
• Florida Assessments for Instruction in Reading (FAIR) Assessment
• Progress Monitoring and Reporting Network (PRMN)
• District Developed Baseline and Interim Assessments
• Florida Comprehensive Assessment Test (FCAT)
• Student Grades
• Biology End of Course (EOC)
• Geometry EOC
Core classes will be monitored using District developed Baseline and Interim Progress Reports processed through Edusoft/Thinkgate. These include Biology, Geometry, and Reading. FAIR Testing from the Jamestown series will provide data on the Intensive Reading course.
Behavior:
• Student Case Management Forms
• Detentions
• Office referrals
• Control D Web Suspension Reports will also be generated
The IPS and Gradebook will be used to monitor student attendance and behavior.
Specific monitoring:
Reading: FCAT data from previous year, including bubble and lowest 25, 35, 45% reports, FAIR Reports for 2013, and current District Baseline data using Edusoft/Thinkgate reports will be utilized to determine areas of weakness to guide instruction for students in Language Arts and Reading. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year. The 2014 FCAT reading test will be used to determine the effectiveness of the instructional program.
Writing: As a new high school, we are only servicing 9th graders and do not have Writing data. The Language Arts teacher will administer the Writing District Baseline at the end of 9th grade in order to acquire data for the 2014-2015 school year.
Mathematics: FCAT data from the previous year, including bubble and lowest 25, 35, 45% reports, and

current District Baseline data will be utilized to determine areas of weakness to guide instruction for Geometry students. Ongoing Interim District Progress Monitoring Assessments and student data chats will be utilized to manage changes in student academic needs and services throughout the school year. Geometry post test and EOC will be used to determine effectiveness of the instructional program.
Science: As a new high school, we are only servicing 9th graders who are all enrolled in Biology or Chemistry. The Biology teacher will administer the Biology District Baseline at the beginning of 9th grade in order to acquire data for the current school year. The Biology post test and EOC will be used to determine effectiveness of the instructional program.
Behavior: Detentions, referrals, suspensions, expulsions and attendance reports will monitor student behavior. M-DCPS Alternative to Suspension Program (ASP), the magnet contract and Positive Behavior Support (PBS) strategies will be implemented to reduce behavior not aligned with the Code of Student Conduct.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administrator and/or lead teacher will attend District Professional Development in MTSS foundations and MTSS problem solving. Administrator and/or lead teacher will assist Tiers 1 and 2 School Support Team Training, and will provide in-house training to all faculty and staff at the school site.
The school administrative team will monitor and provide support needed by the MTSS team. The school administrative team will provide data reports on an ongoing basis, as well as release time to instructional staff, to ensure that the MTSS team has the appropriate documentation required to perform its function(s).
MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
Staff will participate in Florida RtI online training at a faculty meeting / PD day to reach 80% MTSS implementation at MAST @ FIU, Biscayne Bay Campus.
Parents will view RtI / MTSS PowerPoint presentation at first PTO meeting as well as receive MTSS brochures at Open House on September 10, 2013.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 2,000

Students are offered 8 periods in a 4x4 block model. Each period is 90 minutes long. These extended class periods allow for less "passing" time and more instructional time. Additionally, the longer period allows extended time for curricular activities such as labs. All students are required to take a research course which supports the general curriculum. All students are required to take one virtual course with class time allocated for that instruction. All students are required to take two science courses: Biology or Chemistry and Marine Biology. Technology is infused throughout. Students may receive additional instruction through the Center for Academic Success, offered through our partner university.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected as a baseline and once thereafter in each grading period. Core subject teachers will conduct individualized data chats with their students and review student progress. The final measure of effectiveness will be tied to the state EOC results in Geometry and Biology and the FCAT Reading 9th grade test.

Who is responsible for monitoring implementation of this strategy?

The administration and lead teacher will be responsible for monitoring the implementation of the extended day for all students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Georgina Koch	Lead Teacher
Arleen J. Senas	Language Arts Teacher
William Armshaw	Social Studies Teacher

How the school-based LLT functions

The Literacy Team will create a reading implementation plan to improve literacy instruction across the curriculum. All teachers will receive ongoing professional development on how to implement reading strategies on a daily basis. The LLT will meet once monthly to review reading data for the Intensive reading course and develop school-wide strategies for infusing the Comprehensive Reading Plan and reading throughout the curriculum. The LLT will use District Baseline data, District Interim data, FAIR data, and Reading Plus data to modify the curriculum and develop intervention strategies to improve the reading skills of all students.
Administration will monitor such practices through informal classroom walk-through visits and formal observations. Teachers will report to the Literacy Team on their experiences with the implementation of reading strategies and will continuously adjust instruction based on most recent data. The Literacy team

will motivate students by offering incentives for achieving mastery on district assessments and promote collaboration among content area teachers by providing common Professional Development and data chats with the administration. Classroom libraries as well as online and print media will supplement textbooks to provide more opportunities for students to read different genres and obtain information from a variety of resources.

Reading Literacy Leadership Teams will be encouraged and supported in developing lessons which focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The Research Class and Critical Thinking class will be used to support LLT goals.

Major initiatives of the LLT

• Incorporate reading throughout curriculum
• Select a minimum of two novels which have interdisciplinary ties and can be discussed in the Language Arts, Science, Social Studies, and research class.
• Jamestown Reading Navigator – All students in the Intensive Reading class will use this web based program during school hours and at home. Students are required to complete two "Journeys" or sections per week to maintain fidelity to the program specifications.
• Students will visit FIU BBC campus library to select one book to read each grading period.
• Students will visit FIU BBC campus library to visit with the reference librarian and learn library research skills.
• Data Binders – all teachers will have a data binder which is specific to their particular class and lists the reading levels of all students. The binder will have detailed information on students who are struggling readers and documents progress made by those students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with leaning gains as demonstrated by the 9th grade Reading FCAT. All Faculty will be familiar with their students' reading levels as measured by the 2013 FCAT and access that information as needed.

Students will see an increase in rigor throughout all classes.

All Faculty members will participate in Reading professional development that is geared toward the implementation and improvement of reading strategies. Each faculty meeting will include a "ten minute trainer" on CRISS and other effective reading strategies.

Teachers will collaborate to share reading resources and make available current news available through digital and print media. They will utilize current event articles relevant to their curriculum a minimum of two times per grading term and they will document that use in their lesson plans.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

As a School of Choice, MAST @ FIU Biscayne Bay Campus has two strands: environmental science and marine science. All students are required to take an academy elective in their respective areas of interest. The program is taught through the lens of STEM (Science Technology Engineering and Mathematics). STEM occupations are projected to grow in the next decade, yielding higher wages and demand for those who study in these fields. Students will take courses which have a STEM focus, and

provide opportunities for real world applications though internships, guest lectures and visits from FIU faculty. Our collaboration with Florida International University provides a unique avenue to give students a glimpse of the many careers that are facilitated with a college degree.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

State data for 2011 demonstrated that only 66.3% of students in M-DCPS participated in a college prep curriculum. Less than half of the graduating seniors in the district (48.2%) had taken an AP or Dual Enrollment course.
As a new school which is servicing 9th grade only, MAST @ FIU Biscayne Bay Campus has a unique partnership with Florida International University. This partnership will allow students to take college level courses and AP courses to determine levels of readiness for post-secondary studies. Because we are housed on a university campus, students will have several opportunities to participate in college level academic and extracurricular activities.
Our students will take accelerated college prep coursework in 9th and 10th grade which will include AP Sciences. They will have required Dual Enrollment coursework in 11th and 12th grade. The partnership with FIU is developed to provide a seamless transition from high school to a university setting.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53736	25%	33%
Students scoring at or above Achievement Level 4	63108	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	646	25%	28%
Students scoring at or above Level 7	1090	43%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36450	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20670	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19913	28%	35%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	847	33%	36%
Students scoring at or above Level 7	820	32%	33%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		65%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11861	39%	41%
Students scoring at or above Achievement Level 4	8310	27%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	7681	29%	32%
Students scoring at or above Achievement Level 4	7930	30%	32%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	106	34%	36%
Students scoring at or above Level 7	115	37%	37%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	9807	38%	40%
Students scoring at or above Achievement Level 4	6401	25%	26%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		80
Participation in STEM-related experiences provided for students	0	0%	90%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	100%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	90%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		50
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39425	10%	9%
Students in ninth grade with one or more absences within the first 20 days	0	0%	9%
Students in ninth grade who fail two or more courses in any subject	4966	18%	17%
Students with grade point average less than 2.0	16096	16%	15%
Students who fail to progress on-time to tenth grade	346	1%	1%
Students who receive two or more behavior referrals	54722	15%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	36259	10%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2947	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	17574	76%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	3244	57%	59%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	19251	72%	74%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

As a new high school, our goal is to increase parent involvement to 50% with each event organized throughout the school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Teacher Student Organization (PTSO) - parent membership	n/a	n/a%	50%
Participation of parents in school hosted academic events	n/a	n/a%	40%
Positive Parental Perceptions regarding overall school climate	n/a	n/a%	65%

Area 10: Additional Targets

Additional targets for the school

At MAST @ FIU, all students must take one online course through Florida Virtual Schools and one Advanced Placement course. Students take eight courses each year in a rigorous program centered on Science Technology Engineering and Mathematics.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participation of students in FLVS courses	n/a	n/a%	85%
Students participating and passing AP World History	n/a	n/a%	60%
Program attrition - prevent attrition of students from MAST program	n/a	n/a%	5%

Goals Summary

G1. The percent of students who scored at or above Achievement Level (AL) 3 on the Grade 9 FCAT 2.0 in Reading was 55% in 2013-2014 (district data) . The goal for the 2013-14 school year is 66% of students scoring at or above AL3.

G2. Increase student achievement on the FCAT 2.0 reading test by 10%

G3. The percent of students who scored at or above Achievement Level (AL) 3 on the Geometry EOC was 59% in 2012-2013 (district data) . The goal for the 2013-14 school year is 64% of students scoring at or above AL3.

G4. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 63% to 66%.

G5. Establish a goal for the percent of students participating in STEM related experiences and courses. For the 2013-14 school year, 90% of students will participate in a STEM related course or experience.

G6. Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.

G7. Because we are a new school, we need to ensure we address early indicators of students at risk to drop out.

G8. Promote a positive school culture by involving parents as school partners. Establish a baseline of positive perception of 70% of parents as measured by the school climate survey for the 2013-2014 school year.

G9. As a new instructional program, we want to ensure that students complete the requirements for the instructional Program, including AP coursework, FLVS coursework and Honors classes.

Goals Detail

G1. The percent of students who scored at or above Achievement Level (AL) 3 on the Grade 9 FCAT 2.0 in Reading was 55% in 2013-2014 (district data) . The goal for the 2013-14 school year is 66% of students scoring at or above AL3.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Jamestown Reading Navigator program

- Critical Thinking Course - required as part of magnet program

- Language Arts Teacher

- Literacy Leadership Team (LLT)

- District Pacing Guides

- Tutoring services through Center for Academic Success (FIU)

- Common Core Standards for English Language Arts

Targeted Barriers to Achieving the Goal

- For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3 - Literary Analysis, with only 24% of students demonstrating proficiency.

- For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 4 and 5 was Reporting Category 3 - Literary Analysis, with only 34% (AL4) and 65% (AL5) of students demonstrating proficiency.

- The area of deficiency as noted on the District Baseline Assessment in Reading for students in subgroups was the white, non-Hispanic students in reporting category 4: Information Text/ Research Process with only 29% of students demonstrating proficiency.

- For students in grade nine, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading test was Category 1 (Vocabulary) with only 57% of students scoring at proficiency based on overall district data.

Plan to Monitor Progress Toward the Goal

Monitor student test data to determine if goals have been met.

Person or Persons Responsible
Lead Teacher LLT Language Arts Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Interim Assessment reports, FAIR test results Summative: 2014 FCAT 2.0 test results

G2. Increase student achievement on the FCAT 2.0 reading test by 10%

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Language Arts Teacher

- Collaboration with FIU reference librarian

- Classroom libraries

Targeted Barriers to Achieving the Goal

- Lack of reading resources

- Students not meeting 30 minutes of required reading daily (Comprehensive Reading Plan)

Plan to Monitor Progress Toward the Goal

Monitor Interim Progress Reports

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule:

October 2013 - Fall Interim Assessment January 2014 Winter Interim Assessment

Evidence of Completion:

Scores from Interim Assessment Exams

G3. The percent of students who scored at or above Achievement Level (AL) 3 on the Geometry EOC was 59% in 2012-2013 (district data) . The goal for the 2013-14 school year is 64% of students scoring at or above AL3.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Common Core Mathematics Standards

- Springboard Geometry textbooks - supplement to text

- Tutoring services through the Center for Academic Excellence, offered through our partner University (FIU).

- District Pacing Guides

- KhanAcademy.org and other online practice materials

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 1: Two Dimensional Geometry with 0% of students scoring at proficient with an average score of 31% correct.

- The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 2 Three Dimensional Geometry with 3% of students demonstrating proficiency with an average score of 39% correct.

- The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment overall was students in the Hispanic subgroup in Reporting Category 4 Trigonometry and Discrete Mathematics with only 7% of students demonstrating proficiency.

- The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment overall was students in the Black subgroup in Reporting Category 3 Three Dimensional Geometry with only 3% of students demonstrating proficiency.

Plan to Monitor Progress Toward the Goal

Strengthen PLC implementation to include common assessments, data analysis, and remediation and intervention support for students. Provide Geometry Teacher(s) with planning period to provide teacher and student support; Center for Academic Success provides students with additional, individualized support through our partner University. Research class provides additional support through testing strategies and use of Khan Academy

Person or Persons Responsible
Mathematics and Technology teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Khan Academy registration, Center for Academic Success hours, District baseline and Interim Progress reports. student report cards, student work folders Summative: 2014 Geometry EOC test results

G4. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 63% to 66%.

Targets Supported
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- NGSS - Next Generation Science Standards
- District developed pacing guides
- Marine Biology class - used to reinforce biology themes and test preparation
- Center for Academic Success from our partner university (FIU)
- Biology teacher
- Gizmos through Explorelearning.com

Targeted Barriers to Achieving the Goal
- Several Biology teachers new to MAST @ FIU Biscayne Bay Campus and are new teachers to the profession.
- Limited laboratory space and supplies due to being a new school program
- The are of deficiency as noted on the 2013 administration of the District EOC Biology baseline test was Molecular and Cellular Biology with only 45% of students demonstrating proficiency.

Plan to Monitor Progress Toward the Goal

Assess impact of strategies on student learning goals.

Person or Persons Responsible
Administrative team, science teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Formative: Interim Assessment results Summative: 2014 Biology EOC Test results

G5. Establish a goal for the percent of students participating in STEM related experiences and courses. For the 2013-14 school year, 90% of students will participate in a STEM related course or experience.

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Marine Science required course

- Biology Teacher

- Partnership with University

Targeted Barriers to Achieving the Goal
- Participation in STEM related activities is limited by facilities and a lack of adequate access to laboratory space

Plan to Monitor Progress Toward the Goal

Increase student participation in STEM related activities

Person or Persons Responsible
Biology teacher Marine Biology teacher

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student lab reports

G6. Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.

Targets Supported
- CTE

Resources Available to Support the Goal
- Student computers

- Partner University

- MTSS

Targeted Barriers to Achieving the Goal
- Because we are a small school with only one grade level, we have a limited number of electives.

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs

Person or Persons Responsible
Administrative team

Target Dates or Schedule:
ongoing

Evidence of Completion:
Lesson plans, student work samples, enrollment in future CTE courses offered at school site

G7. Because we are a new school, we need to ensure we address early indicators of students at risk to drop out.

Targets Supported
- EWS
- EWS - High School

Resources Available to Support the Goal
- Teachers
- Administrative Team
- MTSS Team
- Student Services
- Attendance reports

Targeted Barriers to Achieving the Goal
- Reduce the number of students who miss 10% or more instructional days of school from 10% (district data) to 9%.
- Reduce the number of students to receive one or more behavior referrals that lead to suspension from 10% (district data) to 9%.
- Reduce the number of students who receive two or more behavior referrals from 15% to 14% (district data).

Plan to Monitor Progress Toward the Goal

Administrative team will review implementation of ARC meetings

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance log, Parent notification letters, SCM forms for attendance

G8. Promote a positive school culture by involving parents as school partners. Establish a baseline of positive perception of 70% of parents as measured by the school climate survey for the 2013-2014 school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Teacher Organization
- Classroom teachers

Targeted Barriers to Achieving the Goal
- Positive perceptions regarding the overall school program will be limited by a lack of parent participation in school events and a lack of information on the academic and extracurricular activities offered by MAST @ FIU.

Plan to Monitor Progress Toward the Goal

Review parent participation in school activities

Person or Persons Responsible
Lead teacher

Target Dates or Schedule:
Monthly

Evidence of Completion:
Parent participation logs, school website, parent email documentation, percent of parents who identify a positive perception of school on school climate survey

G9. As a new instructional program, we want to ensure that students complete the requirements for the instructional Program, including AP coursework, FLVS coursework and Honors classes.

Targets Supported
- Parental Involvement
- EWS - High School
- Additional Targets

Resources Available to Support the Goal
- Florida Virtual School flvs.net
- Social Studies Teacher
- Biology Teacher

Targeted Barriers to Achieving the Goal
- Students come with different levels of foundational coursework and preparation. They need to be prepared to take on the rigors of the additional courses required by the school

Plan to Monitor Progress Toward the Goal

Monitor that all student complete the required courses for the school program

Person or Persons Responsible
Administrative team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student Report Card / Data Chats

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The percent of students who scored at or above Achievement Level (AL) 3 on the Grade 9 FCAT 2.0 in Reading was 55% in 2013-2014 (district data) . The goal for the 2013-14 school year is 66% of students scoring at or above AL3.

G1.B1 For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3 - Literary Analysis, with only 24% of students demonstrating proficiency.

G1.B1.S1 Continue to use implement the pacing guides utilizing the full rigor of the Common Core Standards; review Interim Assessment data; review FAIR data; Florida Continuous Improvement Model (FCIM); review student lesson plans and work samples; provide feedback to guide instructions; conduct classroom walk-throughs.

Action Step 1

Utilize Common Core and NGSSS activities to reinforce instructional strategies focused on Category 3 - Literary Analysis

Person or Persons Responsible

Language Arts teacher, Social Studies teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, student work folders

Facilitator:

Curriculum Support Specialist Language Arts Department District personnel

Participants:

Language Arts teacher, LLT, Social Studies teacher

Action Step 2

Review of Interim Assessment data on Reading; FCIM (Florida Continuous Improvement Model), review lesson plans and student work samples, conduct classroom walk-throughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: results of the Interim Assessments Summative: 2014 FCAT 2.0 Reading

Facilitator:

Language Arts Department District personnel

Participants:

Language Arts teacher, LLT, Social Studies teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Review of lesson plans, pacing guide use and student work samples; classroom walk-throughs.

Person or Persons Responsible

LLT / Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work samples, data from Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Review data from District developed Interim Assessment tests for grade 9 reading

Person or Persons Responsible

LLT Language Arts Teacher

Target Dates or Schedule

October 2013 January 2014

Evidence of Completion

Teacher lesson plans, student work samples, Interim Assessment data

G1.B2 For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 4 and 5 was Reporting Category 3 - Literary Analysis, with only 34% (AL4) and 65% (AL5) of students demonstrating proficiency.

G1.B2.S1 Provide increased instruction on Reporting Category 3- Literary Analysis

Action Step 1

Utilize the Common Core Standards and question task cards that focus on Reporting Category 3 - Literary Analysis during classroom instructional activities.

Person or Persons Responsible

Grade 9teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples

Facilitator:

Arleen Senas

Participants:

Grade 9 teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review lesson plans and student work samples

Person or Persons Responsible

Grade 9 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Review of Interim Assessment Data

Person or Persons Responsible

LLT

Target Dates or Schedule

October 2013 - Fall Interim Assessment January 2014 - Winter Interim Assessment

Evidence of Completion

Interim Assessment data; FAIR data

G1.B3 The area of deficiency as noted on the District Baseline Assessment in Reading for students in subgroups was the white, non-Hispanic students in reporting category 4: Information Text/Research Process with only 29% of students demonstrating proficiency.

G1.B3.S1 Continue providing reading instruction in order to increase students' reading comprehension skills.

Action Step 1

Develop and implement a "Reading across the curriculum" program to increase student reading and comprehension across all classes.

Person or Persons Responsible

Grade 9 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, reading logs, student web blogs on books read

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Review of lesson plans and student work samples, review of student reading logs

Person or Persons Responsible

Grade 9 teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Effectiveness of G1.B3.S1

Review Interim Assessment data, review FAIR data

Person or Persons Responsible

LLT

Target Dates or Schedule

October 2013 - Fall Interim Assessment January 2014 - Winter Interim Assessment

Evidence of Completion

Interim Assessment data, FAIR data

G1.B4 For students in grade nine, the area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading test was Category 1 (Vocabulary) with only 57% of students scoring at proficiency based on overall district data.

G1.B4.S1 Utilize CRISS reading strategies to improve command of vocabulary. Students will partake in a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

Action Step 1

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Georgina Koch, Lead teacher Arlene Senas, Language Arts teacher

Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests, student work samples Summative Assessments – Results for the 2014 FCAT 2.0 Reading test

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Review of the Interim Assessment data; FCIM; review of teacher lesson plans and student work samples

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Language Arts lesson plans and student work samples

Plan to Monitor Effectiveness of G1.B4.S1

Review of Interim Assessment Data; review of FAIR data

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline, Fall, Winter Interim Assessments; FAIR data

G1.B4.S2 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

The LLT along with administrators will monitor the implementation of identified strategies.

Person or Persons Responsible

Georgina Koch, Lead teacher Arlene Senas, Language Arts teacher

Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests, student work samples Summative Assessments – Results for the 2014 FCAT 2.0 Reading test

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Review of the Interim Assessment data; FCIM; review of teacher lesson plans and student work samples

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Language Arts lesson plans and student work samples

Plan to Monitor Effectiveness of G1.B4.S2

Review of Interim Assessment Data; review of FAIR data

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline, Fall, Winter Interim Assessments; FAIR data

G2. Increase student achievement on the FCAT 2.0 reading test by 10%

G2.B1 Lack of reading resources

G2.B1.S1 Work with partner university to provide students access to reading resources

Action Step 1

Work with reference librarian to provide students with increase access to reading resources

Person or Persons Responsible

Language arts teacher Critical Thinking teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student check out records

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Work with partner university to provide students access to reading resources

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student check-out logs

Plan to Monitor Effectiveness of G2.B1.S1

Increased access to reading resources

Person or Persons Responsible

Language arts teacher Critical thinking teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student book check - out logs

G2.B2 Students not meeting 30 minutes of required reading daily (Comprehensive Reading Plan)

G2.B2.S1 Notify parents of district Comprehensive Reading Plan

Action Step 1

Parents will be notified of Comprehensive Reading Plan and asked to encourage students to read 30 minutes daily and utilize a daily reading log.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Status Update reading log

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Students will complete evidence of daily reading by completing reading logs

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Graded Status Update logs

Plan to Monitor Effectiveness of G2.B2.S1

Comparison of reading scores for students

Person or Persons Responsible

Administration LLT

Target Dates or Schedule

June, 2014

Evidence of Completion

2014 FCAT 2.0 Reading Results

G3. The percent of students who scored at or above Achievement Level (AL) 3 on the Geometry EOC was 59% in 2012-2013 (district data) . The goal for the 2013-14 school year is 64% of students scoring at or above AL3.

G3.B1 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 1: Two Dimensional Geometry with 0% of students scoring at proficient with an average score of 31% correct.

G3.B1.S1 Utilize FCIM (Florida Continuous Improvement Model) and data to monitor progress of Geometry students

Action Step 1

Review 2013-2014 District Geometry EOC Interim Assessments, pacing guides, lesson plans and student work. Implement the FCIM and conduct classroom walkthroughs.

Person or Persons Responsible

Administrative team, Mathematics teacher, MTSS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Geometry Assessments: October, 2013 Fall Interim; January, 2014 Winter Interim Assessment Summative: 2014 Geometry EOC results

Facilitator:

District Mathematics Personnel

Participants:

Mathematics teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review Interim Assessment class reports to monitor implementation of benchmarks

Person or Persons Responsible

Mathematics Teacher

Target Dates or Schedule

October, 2013 January, 2014

Evidence of Completion

Formative: Reports from Interim Assessments, student work samples, student report card
Summative: Results from Geometry EOC Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Review of Interim Assessment data

Person or Persons Responsible

Mathematics teacher, administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessment class reports, student work folders, student report card Summative: Geometry EOC Assessment results

G3.B1.S2 Utilize supplemental resources through the Critical Thinking Skills Class to "double dose" the students with Geometry. All students will review benchmarks and engage in practice drills to prepare them for the EOC exam

Action Step 1

Students will receive review and reinforcement of Geometry benchmarks which are annually assessed on the EOC exam.

Person or Persons Responsible

Critical thinking class teachers

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

Review will be documented by student work folders and practice exams.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

A calendar of lessons will be developed to ensure that teachers are covering the same content at the same time

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs, informal observations.

Plan to Monitor Effectiveness of G3.B1.S2

Practice exams developed by the district will be used to monitor progress on the achievement of benchmarks

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

April, 2014

Evidence of Completion

Student work samples, data collected through Thinkgate.

G3.B2 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 2 Three Dimensional Geometry with 3% of students demonstrating proficiency with an average score of 39% correct.

G3.B2.S1 Implement the Common Core standards and utilize daily bell ringer activities to increase students' skills in Reporting Category 4 - Trigonometry and Discrete Mathematics.

Action Step 1

Develop and implement daily bell ringer activities to provide students with increase practice in the areas of Trigonometry and Discrete Mathematics.

Person or Persons Responsible

Geometry Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student notebooks, teacher lesson plans

Facilitator:

District Mathematics Personnel

Participants:

Geometry teacher

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Review lesson plans and student work samples; observe strategy implementation via classroom walkthroughs

Person or Persons Responsible

Mathematics teacher Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, student work samples, classroom walkthrough observation logs

Plan to Monitor Effectiveness of G3.B2.S1

Review of Interim Assessment Data

Person or Persons Responsible

MTSS team, Mathematics Teacher, Lead teacher

Target Dates or Schedule

October, 2013 January, 2014

Evidence of Completion

Interim Assessment Data

G3.B3 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment overall was students in the Hispanic subgroup in Reporting Category 4 Trigonometry and Discrete Mathematics with only 7% of students demonstrating proficiency.

G3.B3.S1 Utilize differentiated instruction and student learning teams to develop all students' problem solving ability

Action Step 1

Assign students to interactive groups to work together and in conjunction with the classroom teacher to solve problems in Category 4 - Trigonometry and Discrete Mathematics

Person or Persons Responsible

Geometry teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans; classroom walkthrough observations

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Review lesson plans, student work samples, observation of class.

Person or Persons Responsible

MTSS Team, Geometry teacher, Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, student work samples, student group work samples

Plan to Monitor Effectiveness of G3.B3.S1

Review Geometry Interim Assessment Data

Person or Persons Responsible

Geometry teacher Lead teacher

Target Dates or Schedule

October, 2013 January, 2014

Evidence of Completion

Interim Assessment data reports

G3.B3.S2 Provide students with intervention through the Critical Thinking Skills course

Action Step 1

Students will receive review and reinforcement of Geometry benchmarks which are annually assessed on the EOC exam.

Person or Persons Responsible

Critical thinking class teachers

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

Review will be documented by student work folders and practice exams.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

A calendar of lessons will be developed to ensure lessons are consistent and that teachers are covering the same content at the same time.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Informal assessment through classroom walk-throughs, student work samples.

Plan to Monitor Effectiveness of G3.B3.S2

Practice exams developed by the district will be used to monitor progress on the achievement of annually assessed benchmarks.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

April, 2014

Evidence of Completion

Student work folders, data reports through Thinkgate.

G3.B4 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment overall was students in the Black subgroup in Reporting Category 3 Three Dimensional Geometry with only 3% of students demonstrating proficiency.

G3.B4.S1 Provide supplemental resource (Springboard Geometry) for additional student practice in the area of Category 3 - Three dimensional Geometry

Action Step 1

Provide students with additional practice in class and as homelearning utilizing College Springboard supplemental workbook

Person or Persons Responsible

Geometry teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student work folders

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Review of lesson plans and student work samples

Person or Persons Responsible

MTSS team Lead Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Effectiveness of G3.B4.S1

Review of Interim Assessment data

Person or Persons Responsible

Geometry teacher Lead teacher

Target Dates or Schedule

October, 2013 January, 2014

Evidence of Completion

Interim Assessment class reports

G3.B4.S2 Utilize supplemental resources through the Critical Thinking Skills Class to "double dose" the students with Geometry. All students will review benchmarks and engage in practice drills to prepare them for the EOC exam.

Action Step 1

Students will receive review and reinforcement of Geometry benchmarks which are annually assessed on the EOC exam.

Person or Persons Responsible

Critical thinking class teachers

Target Dates or Schedule

February 2014 - May 2014

Evidence of Completion

Review will be documented by student work folders and practice exams.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

A calendar of lessons will be developed to ensure that teachers are covering the same content at the same time

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk-throughs, informal observations.

Plan to Monitor Effectiveness of G3.B4.S2

Practice exams developed by the district will be used to monitor progress on the achievement of benchmarks

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

April, 2014

Evidence of Completion

Student work samples, data collected through Thinkgate.

G4. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 63% to 66%.

G4.B1 Several Biology teachers new to MAST @ FIU Biscayne Bay Campus and are new teachers to the profession.

G4.B1.S1 New teachers will be paired with veteran teachers to review benchmarks, curriculum, sample tests, and teaching strategies. Lead teacher and mentor teacher will provide clear expectations for student success on the Biology EOC exam, including available resources and test specifications.

Action Step 1

Lead teacher will provide Biology teachers with test specifications of the Biology EOC exam. Available resources will be discussed when developing unit lesson plans, including curriculum maps and standards based district developed baseline and interim tests.

Person or Persons Responsible

Lead teacher, mentor teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim Assessment class reports Department meeting minutes

Facilitator:

Lead Teacher, District Science personnel

Participants:

Biology teacher, marine biology teacher

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Conduct monthly department meetings, conduct data chats, classroom walk-throughs

Person or Persons Responsible

Lead teacher, science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas Interim Assessment quarterly class reports

Plan to Monitor Effectiveness of G4.B1.S1

Review common assessment data with Biology and Marine biology teachers.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

October 2013 January 2014

Evidence of Completion

Formative: district Biology EOC Interim Assessment reports, student report card Summative: 2014 Biology EOC test administration results

G4.B2 Limited laboratory space and supplies due to being a new school program

G4.B2.S1 Work with partner university (FIU) to increase access to laboratory space and supplies

Action Step 1

Work with partner university to access school lab facilities

Person or Persons Responsible

Lead teacher Biology teacher FIU faculty

Target Dates or Schedule

ongoing

Evidence of Completion

Student lab reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Verify that students have participated in a minimum number of essential labs

Person or Persons Responsible

Lead teacher Biology teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Teacher lesson plans Student lab reports Student work folders

Plan to Monitor Effectiveness of G4.B2.S1

Implement lab schedule for students in Biology

Person or Persons Responsible

Lead teacher Biology teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lab calendar

G4.B3 The are of deficiency as noted on the 2013 administration of the District EOC Biology baseline test was Molecular and Cellular Biology with only 45% of students demonstrating proficiency.

G4.B3.S1 Review available data, FCIM, review lesson plans and student work samples, provide feedback on instruction, conduct classroom walk throughs

Action Step 1

Review lesson plans and instructional resources to ensure Biology pacing guide is being implemented with fidelity

Person or Persons Responsible

Administrative team, lead teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Biology EOC Interim Assessment tests Summative: Biology EOC 2014 test results

Facilitator:

Lead teacher, district Science personnel

Participants:

Biology teacher, Marine Biology teacher

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Review lesson plans and student work samples

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Effectiveness of G4.B3.S1

Review of Biology EOC Interim Data

Person or Persons Responsible

LLT / MTSS / Administrative team Biology teacher

Target Dates or Schedule

October 2013 January 2014

Evidence of Completion

Formative: Interim Assessment class reports Summative: Results of 2014 Biology EOC assessment

G5. Establish a goal for the percent of students participating in STEM related experiences and courses. For the 2013-14 school year, 90% of students will participate in a STEM related course or experience.

G5.B1 Participation in STEM related activities is limited by facilities and a lack of adequate access to laboratory space

G5.B1.S1 Work with partner University and community resources to bring STEM related experiences into the classroom

Action Step 1

Provide increased STEM related experiences and infuse opportunities for STEM instructional activities into the classroom

Person or Persons Responsible

Biology teacher Marine Biology teacher Critical thinking teachers Lead teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans, student work samples, student lab reports, student field experience logs

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Observation of classroom hands-on, STEM related instructional activities

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work folders, lesson plans, lab reports, participation in field experience

Plan to Monitor Effectiveness of G5.B1.S1

Observation of STEM related instructional activities

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work folders, lesson plans, student lab reports

G6. Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.

G6.B1 Because we are a small school with only one grade level, we have a limited number of electives.

G6.B1.S1 Infuse elements of CTE in the required technology class

Action Step 1

Obtain instructional materials to incorporate CTE elements into the technology class

Person or Persons Responsible

Technology teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples

Facilitator:

District Technology Personnel

Participants:

Mathematics teacher, Technology teacher

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor lesson plans to ensure CTE components are infused into technology curriculum

Person or Persons Responsible

Technology teacher

Target Dates or Schedule

Onoing

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Effectiveness of G6.B1.S1

Infuse CTE into technology class

Person or Persons Responsible

Administrative team

Target Dates or Schedule

monthly

Evidence of Completion

Lesson plans, student work samples, enrollment in CTE courses

G7. Because we are a new school, we need to ensure we address early indicators of students at risk to drop out.

G7.B1 Reduce the number of students who miss 10% or more instructional days of school from 10% (district data) to 9%.

G7.B1.S1 Develop and implement a school wide attendance policy that aligns with the Code of Student Conduct and district attendance plan.

Action Step 1

Parents will be called for Attendance Review Committee (ARC) meetings

Person or Persons Responsible

Lead Teacher, counselor, student, parent

Target Dates or Schedule

After 5 or more absences

Evidence of Completion

Parent notification letters, Student Case Management (SCM) form

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor attendance through Instructional Planning System

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent logs for ARC meetings

Plan to Monitor Effectiveness of G7.B1.S1

Absentee rate will be monitored

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

School Attendance reports

G7.B2 Reduce the number of students to receive one or more behavior referrals that lead to suspension from 10% (district data) to 9%.

G7.B2.S1 Implement a student behavior contract to include placement on probation

Action Step 1

Students whose behavior does not meet the standards set forth in the Code of Student Conduct will be placed on a behavior contract, which may include a probationary period.

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

As needed

Evidence of Completion

Student probation contracts

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Review student referral data

Person or Persons Responsible

Lead teacher Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Referral data

Plan to Monitor Effectiveness of G7.B2.S1

Review student referral data

Person or Persons Responsible

Lead teacher Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction in number of student referrals

G7.B3 Reduce the number of students who receive two or more behavior referrals from 15% to 14% (district data).

G7.B3.S1 Provide counseling for students whose behavior does not meet the Code of Student Conduct

Action Step 1

Provide counseling services and interventions for students whose behavior does not meet Code of Student Conduct

Person or Persons Responsible

Lead teacher Counselor

Target Dates or Schedule

As needed

Evidence of Completion

Student Case Management forms

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Review Student Case Management Forms (SCMs) to evaluate rates of referrals and provide early intervention strategies for students

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral reports

Plan to Monitor Effectiveness of G7.B3.S1

Review of referral data

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Referral data (SCMs)

G8. Promote a positive school culture by involving parents as school partners. Establish a baseline of positive perception of 70% of parents as measured by the school climate survey for the 2013-2014 school year.

G8.B1 Positive perceptions regarding the overall school program will be limited by a lack of parent participation in school events and a lack of information on the academic and extracurricular activities offered by MAST @ FIU.

G8.B1.S1 Involve parents as school partners through increased communication on school academic and extracurricular events.

Action Step 1

Provide parents with updates on academic and extracurricular events taking place at the school. Invite parents to become involved through various venues such as chaperoning field trips, volunteering in school, joining Parent Teacher Organization, etc.

Person or Persons Responsible

Lead teacher PLC

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent emails, volunteer logs, school website

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Review parent email communication, school website, number of parent volunteer hours

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Parent emails, volunteer logs, school website

Plan to Monitor Effectiveness of G8.B1.S1

Review parent participation in school activities

Person or Persons Responsible

Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent participation logs, school website, parent email documentation, percent of parents who identify a positive perception of school on school climate survey

G9. As a new instructional program, we want to ensure that students complete the requirements for the instructional Program, including AP coursework, FLVS coursework and Honors classes.

G9.B2 Students come with different levels of foundational coursework and preparation. They need to be prepared to take on the rigors of the additional courses required by the school

G9.B2.S1 Provide additional instructional support to students through tutoring services

Action Step 1

Provide additional instructional support to students through additional tutoring

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student log in sheets to tutoring sessions

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Provide additional instructional support to students who need tutoring services

Person or Persons Responsible

Classroom teachers Center for Academic Success

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom tutoring attendance logs

Plan to Monitor Effectiveness of G9.B2.S1

Monitor student progress

Person or Persons Responsible

Administrative team / MTSS

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessment data, October 2013; January 2014 Summative: EOC Assessment results Summative: Student report cards

G9.B2.S2 Provide incentives for students who are performing at or above grade level.

Action Step 1

Develop and implement a school wide plan of recognition of academic excellence

Person or Persons Responsible

Administrative team EESAC

Target Dates or Schedule

Quarterly

Evidence of Completion

Award certificates

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Implement school wide honor roll assemblies for recognition of academic excellence

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Honor roll certificates

Plan to Monitor Effectiveness of G9.B2.S2

Provide incentives for students who are performing at or above grade level

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Honor roll reports, student certificates

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Food and Nutrition program:
Breakfast is provided to all students at no cost on a daily basis. Qualified students are provided with free or reduced price lunch meals on a daily basis.
Supplemental Academic Instruction:
MAST @ FIU Biscayne Bay Campus is working with the Center for Academic Success (through FIU) to provide for free tutoring and enrichment programs for students after school.
Title II - The school district provides supplemental funds for improving basic education through professional development in the areas of:
• New Teacher training (MINT) program
• Training for add-on endorsement programs (Gifted, ESOL)
• Training for Professional Learning Community (PLC) development and implementation
Title X Homeless - MDCPS School Board Policy 5111.01 - Homeless Students stipulates that all homeless students may receive the services they are entitled to in accordance with the McKinney-Vento Law.
Career and Technical Education (CTE)
• Students will have the opportunity to enroll in Career and Technical Eduation courses that will prepare them for post-graduation option in a variety of work fields.
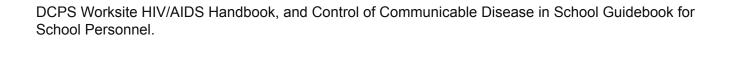Anti Drug Programs:
• Drug-Free Youth in Town (D-FY-IT) - Program-partnership with the D-FY-IT, Inc in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents
• Informed Families, The Florida Partnership (Red Ribbon Certified Schools)-partnership with Informed Families' Red Ribbon Certified Schools encourages effective efforts in the prevention of substance use among youth, promotes team building to get parents, educators and students to work together towards creating a drug-free America.
Peer Mediation:
• - Conflict Resolution Program using peer to peer approach
District Policy Against Bullying and Harassment:
• Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 9-12.
AIDS Education and Awareness
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures. These include: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2410 – School Health Services Program; School Board Policy 2417 – Human Growth and Development Curriculum; School Board Policy: 8453 – Direct Contact Communicable Diseases; the M-

DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The percent of students who scored at or above Achievement Level (AL) 3 on the Grade 9 FCAT 2.0 in Reading was 55% in 2013-2014 (district data) . The goal for the 2013-14 school year is 66% of students scoring at or above AL3.

G1.B1 For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3 - Literary Analysis, with only 24% of students demonstrating proficiency.

G1.B1.S1 Continue to use implement the pacing guides utilizing the full rigor of the Common Core Standards; review Interim Assessment data; review FAIR data; Florida Continuous Improvement Model (FCIM); review student lesson plans and work samples; provide feedback to guide instructions; conduct classroom walk-throughs.

PD Opportunity 1

Utilize Common Core and NGSSS activities to reinforce instructional strategies focused on Category 3 - Literary Analysis

Facilitator

Curriculum Support Specialist Language Arts Department District personnel

Participants

Language Arts teacher, LLT, Social Studies teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, student work folders

PD Opportunity 2

Review of Interim Assessment data on Reading; FCIM (Florida Continuous Improvement Model), review lesson plans and student work samples, conduct classroom walk-throughs.

Facilitator

Language Arts Department District personnel

Participants

Language Arts teacher, LLT, Social Studies teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: results of the Interim Assessments Summative: 2014 FCAT 2.0 Reading

G1.B2 For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 4 and 5 was Reporting Category 3 - Literary Analysis, with only 34% (AL4) and 65% (AL5) of students demonstrating proficiency.

G1.B2.S1 Provide increased instruction on Reporting Category 3- Literary Analysis

PD Opportunity 1

Utilize the Common Core Standards and question task cards that focus on Reporting Category 3 - Literary Analysis during classroom instructional activities.

Facilitator

Arleen Senas

Participants

Grade 9 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples

G3. The percent of students who scored at or above Achievement Level (AL) 3 on the Geometry EOC was 59% in 2012-2013 (district data) . The goal for the 2013-14 school year is 64% of students scoring at or above AL3.

G3.B1 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 1: Two Dimensional Geometry with 0% of students scoring at proficient with an average score of 31% correct.

G3.B1.S1 Utilize FCIM (Florida Continuous Improvement Model) and data to monitor progress of Geometry students

PD Opportunity 1

Review 2013-2014 District Geometry EOC Interim Assessments, pacing guides, lesson plans and student work. Implement the FCIM and conduct classroom walkthroughs.

Facilitator

District Mathematics Personnel

Participants

Mathematics teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Geometry Assessments: October, 2013 Fall Interim; January, 2014 Winter Interim Assessment Summative: 2014 Geometry EOC results

G3.B2 The area of deficiency as noted on the 2013-2014 District Baseline EOC Assessment was Reporting Category 2 Three Dimensional Geometry with 3% of students demonstrating proficiency with an average score of 39% correct.

G3.B2.S1 Implement the Common Core standards and utilize daily bell ringer activities to increase students' skills in Reporting Category 4 - Trigonometry and Discrete Mathematics.

PD Opportunity 1

Develop and implement daily bell ringer activities to provide students with increase practice in the areas of Trigonometry and Discrete Mathematics.

Facilitator

District Mathematics Personnel

Participants

Geometry teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student notebooks, teacher lesson plans

G4. Increase the percentage of students performing at Level 3 or above on the Biology EOC from 63% to 66%.

G4.B1 Several Biology teachers new to MAST @ FIU Biscayne Bay Campus and are new teachers to the profession.

G4.B1.S1 New teachers will be paired with veteran teachers to review benchmarks, curriculum, sample tests, and teaching strategies. Lead teacher and mentor teacher will provide clear expectations for student success on the Biology EOC exam, including available resources and test specifications.

PD Opportunity 1

Lead teacher will provide Biology teachers with test specifications of the Biology EOC exam. Available resources will be discussed when developing unit lesson plans, including curriculum maps and standards based district developed baseline and interim tests.

Facilitator

Lead Teacher, District Science personnel

Participants

Biology teacher, marine biology teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim Assessment class reports Department meeting minutes

G4.B3 The are of deficiency as noted on the 2013 administration of the District EOC Biology baseline test was Molecular and Cellular Biology with only 45% of students demonstrating proficiency.

G4.B3.S1 Review available data, FCIM, review lesson plans and student work samples, provide feedback on instruction, conduct classroom walk throughs

PD Opportunity 1

Review lesson plans and instructional resources to ensure Biology pacing guide is being implemented with fidelity

Facilitator

Lead teacher, district Science personnel

Participants

Biology teacher, Marine Biology teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Biology EOC Interim Assessment tests Summative: Biology EOC 2014 test results

G6. Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.

G6.B1 Because we are a small school with only one grade level, we have a limited number of electives.

G6.B1.S1 Infuse elements of CTE in the required technology class

PD Opportunity 1

Obtain instructional materials to incorporate CTE elements into the technology class

Facilitator

District Technology Personnel

Participants

Mathematics teacher, Technology teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.	$1,200
G9.	As a new instructional program, we want to ensure that students complete the requirements for the instructional Program, including AP coursework, FLVS coursework and Honors classes.	$440
	Total	$1,640

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School based funds	$1,200	$0	$1,200
SAC funds	$0	$440	$440
Total	$1,200	$440	$1,640

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G6. Because we are a new school, we need to incorporate elements of Career and Technical Education certification into our curriculum.

G6.B1 Because we are a small school with only one grade level, we have a limited number of electives.

G6.B1.S1 Infuse elements of CTE in the required technology class

Action Step 1

Obtain instructional materials to incorporate CTE elements into the technology class

Resource Type

Evidence-Based Materials

Resource

Computer textbooks for Certification

Funding Source

School based funds

Amount Needed

$1,200

G9. As a new instructional program, we want to ensure that students complete the requirements for the instructional Program, including AP coursework, FLVS coursework and Honors classes.

G9.B2 Students come with different levels of foundational coursework and preparation. They need to be prepared to take on the rigors of the additional courses required by the school

G9.B2.S2 Provide incentives for students who are performing at or above grade level.

Action Step 1

Develop and implement a school wide plan of recognition of academic excellence

Resource Type

Evidence-Based Program

Resource

Honor roll certificates and incentive items for students who have demonstrated academic excellence

Funding Source

SAC funds

Amount Needed

$440