

Miami-Dade County Public Schools

Mast Academy



2022-23 Schoolwide Improvement Plan

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Mast Academy

3979 RICKENBACKER CSWY, Key Biscayne, FL 33149

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

Demographics

Principal: Cadian Collman

Start Date for this Principal: 7/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (89%) 2018-19: A (87%) 2017-18: A (90%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Utilizing innovation to educate global citizens.

Provide the school's vision statement.

Maritime and Science Technology Academy focuses on diversity, environmental awareness, and technology. Our school incorporates a thematic and inquiry-based approach, problem-solving, and experiential learning to provide students with opportunities for life-long learning which impacts the global community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gould, Michael	Assistant Principal	Assists the Principal in overseeing the academic and operational functions of the institution.
Torossian, Mariam	Assistant Principal	Assists the Principal in overseeing the academic and operational functions of the institution.
Galeri, Katerina	Other	Assists the School Leadership Team with the development and implementation of a schoolwide Testing Program.
Fernandez, Jennifer	Other	Assists the School Leadership Team with the coordination and implementation of a schoolwide Activities Program.
Couzo, Carlos	Other	Assists the School Leadership Team with the coordination and implementation of the School's Athletic Program.
Fernandez, Melissa	Magnet Coordinator	Assists the School Leadership Team with recruiting and development of the overall academic program.
Collman, Cadian	Principal	Oversee the academic and operational functions of the institution.

Demographic Information

Principal start date

Monday 7/26/2021, Cadian Collman

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

1,549

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	149	149	146	304	308	227	257	1540
Attendance below 90 percent	0	0	0	0	0	0	10	4	6	12	23	15	31	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	0	5	2	4	0	0	13
Course failure in Math	0	0	0	0	0	0	4	1	1	5	8	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	0	5	2	4	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	1	1	5	8	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	4	23	9	4	0	2	48

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 7/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	144	147	142	290	276	269	263	1531
Attendance below 90 percent	0	0	0	0	0	0	2	2	2	5	12	15	17	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	5	3	9	0	3	2	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	6	1	3	1	3	4	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	26	12	27	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	142	140	143	292	259	262	0	1238
Attendance below 90 percent	0	0	0	0	0	0	2	2	2	5	12	15	17	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	4	0	9	0	1	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	7	2	4	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	4	1	13	0	2	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	30	7	4	0	2	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	91%	54%	51%				93%	59%	56%
ELA Learning Gains	73%						69%	54%	51%
ELA Lowest 25th Percentile	73%						77%	48%	42%
Math Achievement	91%	42%	38%				92%	54%	51%
Math Learning Gains	84%						68%	52%	48%
Math Lowest 25th Percentile	81%						77%	51%	45%
Science Achievement	93%	41%	40%				94%	68%	68%
Social Studies Achievement	96%	56%	48%				98%	76%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	68%	28%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	73%	25%	71%	27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	63%	36%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	54%	33%	57%	30%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	78	59		77	92						
ELL	70	62	61	85	80	79	83	91	94		
ASN	100										
BLK	92	69									
HSP	91	72	72	90	83	80	92	96	99	100	100
WHT	92	74	79	93	85	89	94	95	100	100	100
FRL	91	73	72	85	82	82	85	94	100	100	100
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	47	33		60	30						
ELL	73	65	65	73	48	47	85	83	80	86	100
ASN	93	77									
BLK	89	58		80	20						
HSP	87	63	65	83	51	52	90	93	78	97	99
WHT	91	71	75	84	54	60	91	88	76	98	100
FRL	84	59	56	77	40	46	89	94	67	97	100
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	81	67	64	72	50		92				
ELL	84	63	73	91	70	79	83	97	97	100	91
ASN	100	92									
BLK	86	62	27	88	56		100				
HSP	93	69	77	92	67	79	92	98	99	100	96
WHT	95	70	83	93	71	74	97	100	100	97	93
FRL	92	68	70	81	54	52	96	100	100	100	93

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	90
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	1081

ESSA Federal Index	
Total Components for the Federal Index	12
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	77
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	81
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	89
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	91
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	88
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

2022 Data Findings:

MAST outperformed the District by 34 percentage points in ELA achievement, 37 percentage points in Math achievement, 45 percentage points in Science achievement, and 23 percentage points in Social Studies achievement. Additionally there were increases in all accountability categories for proficiency, learning gains, and learning gains L25. In comparison to the 2021 subgroup data, all ELA subgroup achievement increased by at least a percentage point except for ELL (3 percentage point decrease). The ELA subgroups learning gains increased for SWD (26 percentage points), BLK (11 percentage points), HSP (9 percentage points), WHT (3 percentage points), and FRL (14 percentage points) while the percentage points decreased for the ELL (3 percentage points) subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 Data Findings:

The 2022 data results showed an increase when compared to the 2021 data results. There were a three percentage points increase for grades 6-10 in ELA achievement as compared to the 2021 data findings. Our ELA learning gains increased by eight percentage points, and L25 learning gains increased by six percentage points. In addition, there was an eight percentage points increase in Math achievement as compared to the 2021 data findings. There was a 33 percentage point increase in math learning gains

and a 27 percentage points increase in learning gains for the L25 group. Upon further analyzing the data, the greatest need for improvement is in the L25 for ELA.

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

2022 Data Findings:

Due to all students returning to the schoolhouse while dealing with the pandemic, some students were quarantined, albeit instructional continuity was provided through Dual Modality, and the unfinished learning from the last two years coupled with a new 7th grade ELA teacher, had a negative impact on the ELA learning gains. A more experienced ELA 7th grade teacher will be assigned and supported. Additionally, the targeted reading intervention will be provided with a heavy focus on the 8th-grade cohort.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2022 Data Findings:

The data components as compared to the 2021 data findings showed Biology proficiency remaining constant at 94%. U.S. History proficiency increased by one percentage point from 97% to 98%.

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

With proficiency scores significantly higher than the District and State average, it is important to continue to find innovative ways to increase student performance and remediate our lower-performing students. For 2022, we focused on increasing project and inquiry-based learning opportunities across our school and provided extended learning opportunities for identified students.

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

The following strategies will be implemented to accelerate learning: Consistent Data-Driven Instruction, Differentiated Instruction, Project and Inquiry-Based Learning, and Extended Learning Opportunities.

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

Professional development opportunities focusing on the utilization of the PowerBi platform, Schoology, and the B.E.S.T Standards will be offered. The format of the professional development will be small groups by discipline and grade level to target specific teacher needs.

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

Based on the Early Warning System, there are 48 students with substantial deficiencies in reading with the bulk of the students in the middle grades with the highest concentration in eighth grade (23 students). Understanding the impact of literacy across the curriculum, there will be a focus on analyzing ELA data to identify students who would benefit from more specific instruction and intervention. Reading interventions will begin earlier in the school year. Teachers will be part of the process by assisting with the identification of students, helping establish protocols for providing differentiated instruction, and maintaining an active role in monitoring students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

In comparing the 2021 and 2022 FSA proficiency data, the ESSA English Language Learners Subgroup was the only subgroup that showed a decrease across all ELA accountability categories. ELA proficiency (three percentage points decrease from 73% to 70%), Learning gains (three percentage points decrease from 65% to 62%), and learning gains L25% (four percentage points decrease from 65% to 61%). Differentiation has been proven to be effective in addressing the needs of students in the other subgroups. Therefore, we will focus on differentiation and utilization of English Language Learners (ELL) Strategies in addressing the needs of our ELL students.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement differentiated instruction during the 2022-2023 school year, the number of ELLs identified as being deficient in reading in grades 6-10 will be reduced by 25 percentage points as measured by the 2023 End of Year Florida Assessment of Student Thinking (FAST) ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student performance will be monitored at the beginning, middle, and end of the year using the Florida Assessment of Student Thinking ELA. Data chats between the leadership team and affected teachers will take place quarterly. Extended learning opportunities will be provided to those students who are not showing growth on the progress monitoring assessments.

Person

responsible for monitoring outcome:

Michael Gould (gouldm@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the target element of ELA, our school will focus on the evidence-based strategies of differentiated instruction and utilization of English Language Learners Strategies to assist English Language Learners.

Rationale for Evidence-based Strategy: Explain the

Differentiated instruction will assist us in improving the performance of our identified students as it is a systemic approach to providing instructions that will meet the needs of all learners. Differentiated instruction will ensure that the teachers are using data to plan for, adjust, and drive the teaching and learning process. In addition to Differentiated instruction, English Language Learners Strategies, which are processes and actions

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

consciously deployed to language learners to help them learn or use a language more effectively will be implemented.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1: By September 31, 2022, PowerBi data will be used to provide each teacher with the disaggregated list of students' ELA data including learning gains and other relevant student information. The data will be used by teachers to plan and create fluid student groups for differentiated instruction.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 2: The week of August 29 - September 2, 2022, grades 6-10 ELA teachers will conduct the Florida Assessment of Student Thinking ELA assessment. Data obtained from this assessment will be used to plan for differentiated instruction and to identify specific English Language Learners strategies to be used with each group.

Person Responsible Kelly Apolinar (kapolinar@dadeschools.net)

Step 3: Between September 8, 2022 - October 14, 2022, the school leadership team will conduct data chats with affected teachers to discuss student performance data and collaboratively develop strategies to improve student literacy.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 4: Between September 8, 2022- October 14, 2022, walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of data-driven instruction.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 5: Beginning October 31, 2022, all teachers will be provided with resources to support the implementation of Differentiated Instruction in ELA and Mathematics.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 6: Beginning November 14, 2022, walkthroughs will be conducted on an ongoing basis to ensure fidelity in the implementation of Differentiated Instruction strategies.

Person Responsible Michael Gould (gouldm@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A comparison of the 2022 versus the 2021 FSA proficiency data for ELA and math proficiency data increased by three percentage points from 88% to 91% and eight percentage points from 83% to 91%, respectively. Clearly, there is room for improvement and with the new B.E.S.T Standards there is a need to focus on providing opportunities for the teachers to learn and implement the new standards to effectively address the needs of our students.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the B.E.S.T standards in ELA and mathematics during the 2022-2023 school year, student proficiency will increase by five percentage points in both ELA and mathematics as measured by the 2023 FAST end of year assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

During classroom walkthroughs, lesson plans will be viewed to ensure the B.E.S.T standards are being taught. Student work products will also be viewed to ensure learning activities are B.E.S.T. standards-aligned.

Person responsible for monitoring outcome:

Michael Gould (gouldm@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the target elements of ELA and mathematics, our school will focus on the evidence-based strategy of standards-aligned instruction specific to the implementation of the B.E.S.T standards.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The data shows that teachers who execute lessons based on the B.E.S.T standards learning targets and ensure that all student products and teaching techniques are aligned to the B.E.S.T standards. Teachers will deliver planned lessons to guide students through the demands of the B.E.S.T standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1: During the first two department meetings from September 8 - October 14, 2022, ELA and mathematics teachers will receive information specific to the B.E.S.T standards and how to access related resources.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 2: By September 30, 2022, PowerBi data will be used to provide each ELA and math teacher with students' disaggregated data specific to the B.E.S.T that were assessed on the Florida Assessment For Student Thinking (FAST).

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 3: From September 8, 2022 - October 14, 2022, walkthroughs focused on viewing lesson plans and standards-aligned instruction will be conducted on an ongoing basis.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 4: Between September 8, 2022 - October 14, 2022, walkthroughs will be conducted to view student work products for evidence of learning activities and projects to ensure alignment to the B.E.S.T standards.

Person Responsible Mariam Torossian (marina@dadeschools.net)

Step 5: Beginning October 31, 2022, ELA and Mathematics teachers will engage in data chats using the Florida Assessment for Student Thinking (FAST) progress monitoring data.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 6: Beginning November 14, 2022, walkthroughs will be conducted to see evidence of ELA and Mathematics teachers using the Florida Assessment for Student Thinking (FAST) data to provide data-driven instruction.

Person Responsible Michael Gould (gouldm@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data from the 2021-2022 Staff School Climate Survey and the SIP reflection survey, our school will focus on the targeted element of Leadership Development. During the 2021-2022 school year, 48% of teachers in the building indicated that they agreed or strongly agreed that the staff morale is high at the school. Although this is an increase of fifteen percentage points (33% to 48%) from the 2020-2021 school year, there is still room for improvement in this area. The data shows that if teachers feel engaged and empowered at work, then student achievement and school climate will improve. Additionally, when teachers and staff feel connected to the school and posting of mission and vision statements within all rooms, they are more likely to remain on staff and take on leadership roles.

Measurable Outcome:**State the specific measurable****outcome the school plans to achieve.**

This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Leadership Development, the percentage of staff indicating that staff morale is high at the school will increase by 20 percentage points on the 2022-2023 School Climate Survey.

Monitoring:**Describe how this****Area of Focus will be monitored for the****desired outcome.**

The leadership team will create quarterly surveys that will capture the teacher's responses specific to activities that they would like to see implemented for the staff and to receive feedback on previous activities and incentives offered.

Person responsible for**monitoring outcome:**

Jennifer Fernandez (jenniferfernandez@dadeschools.net)

Evidence-based Strategy:**Describe the evidence-based strategy being**

Promoting the Morale and Performance of the Team means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high. Leaders also incorporate opportunities to elevate the team's morale during struggles or opportunities for improvement.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

The data shows that obtaining periodic feedback and input from the faculty and staff regarding incentives and activities that they desire and how to improve on previously implemented incentives and activities will empower faculty and staff while providing valuable information that can be used to improve faculty and staff morale.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1: By August 31, 2022, the School Leadership Team will create and distribute an initial communication survey to gather ideas for incentives and activities geared towards building faculty and staff morale.

Person Responsible Jennifer Fernandez (jenniferfernandez@dadeschools.net)

Step 2: By September 30, 2022, each department will be scheduled to engage the faculty in a presentation on a research-based teaching and learning strategy or team-building activity during a faculty meeting. The schedule will be communicated to the faculty and via email.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 3: By October 12, 2022, new teachers will engage in monthly meet and greet sessions whereby experienced teachers will serve as guest speakers to motivate and support novice teachers and teachers new to our school family. A survey will be sent for experienced teachers to sign up to be guest speakers at a new teacher meet and greet session.

Person Responsible Cadian Collman (collman@dadeschools.net)

Step 4: By October 14, 2022, a follow-up communication survey will be created and distributed to measure the impact of activities, incentives, and teacher empowerment/leadership development initiatives.

Person Responsible Cadian Collman (collman@dadeschools.net)

Step 5: Beginning October 31, 2022, the administration will empower teachers by providing leadership opportunities. Each department will present a research-based strategy or engage the faculty through team-building activities at monthly faculty meetings.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 6: Beginning October 31, 2022, our school's mindfulness champion will lead the faculty into three minutes of mindfulness practice at the start of every faculty meeting. As a result, staff will feel supported and feel a sense of belonging and community.

Person Responsible Ruth Gutierrez (ruthguti@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey feedback from students, 29% agreed or strongly agreed that their counselors help them with school and personal problems, in comparison to 40% from 2019-2020 School Climate Survey feedback, this indicates a decrease of 11 percentage points. This data indicates that there is a critical need to implement systems that will allow students to access their counselors, increase students' sense of belonging and receive the support needed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted area of social-emotional learning, the percentage of students who agree that their counselors help them with school and personal problems will increase by at least 11 percentage points on the 2022-2023 student School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student surveys will be conducted quarterly to collect data regarding students feeling supported by their counselors and to identify specific areas of concern.

Person responsible for monitoring outcome:

Mariam Torossian (marina@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. At MAST Academy, Staff-Student Connections will occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check-in/out activities at the start and/or end of each class, or activities during homeport.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The data shows that when students feel a sense of belonging in school and are supported by faculty and staff, their behaviors and attitudes about the school will shift for the better. Additionally, students who feel supported by their counselors are more inclined to speak up when they are having issues or on behalf of others, thus contributing to a happier and safer learning environment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1: By August 26, 2022, all students will attend a school-wide student assembly to meet their counselors and the school's leadership team.

Person Responsible Kelly Apolinar (kapolinar@dadeschools.net)

Step 2: Beginning August 29, 2022, during grade level student assemblies, all students will receive information on the expectations for working collaboratively on innovative solutions to address the UN Sustainability Goal that is linked to their homeport.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 3: Beginning September 19, 2022, counselors will designate time to meet with students during Q & A sessions and implement a contact the counselor system for all students.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 4: By October 12, 2022, a student survey will be sent to gather data specific to students feeling connected to at least one adult and or a counselor in the school, and to identify specific areas of concern.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 5: By December 16, 2022, all students will engage in grade-level student assemblies. Each class President will be afforded the opportunity to provide an update on the implementation of the UN Sustainability Goals across their grade level.

Person Responsible Michael Gould (gouldm@dadeschools.net)

Step 6: By December 16, 2022, the student services and activities department will collaborate to plan and implement an Honor Roll Breakfast based on First Quarter results.

Person Responsible Jennifer Fernandez (jenniferfernandez@dadeschools.net)

#5. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

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

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

Our strength when considering school culture is our ability to provide a physically and emotionally safe school environment. Incidents of bullying or harassment are minimal and are dealt with decisively. Mutual respect is modeled and promoted by staff and administration. A "CARES committee" has been created to discuss and recommend steps that we can take as a school community to actively engage in creating a more inclusive environment for all stakeholders and a school where all students and staff feel a sense of belonging. There are specific standards within the other areas that are areas of great strength for our school, but must be balanced with areas of weakness in those same areas. In the area of Support, Care, and Connections we are very successful in creating relationships with parents and the community. Our school creates experiences throughout the years to engage parents and families to ensure they have the tools to support their students. Parents are provided the opportunity to meet monthly with school leaders to

discuss concerns and specific office hours are set aside for parents to meet individually with administrators. Greater emphasis will be placed on leadership development, empowering faculty and staff, and celebrating successes.

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

The stakeholders involved in creating a positive school environment are the Principal, Assistant Principals, teachers, teacher leaders, counselors, clerical, cafeteria staff, security, and custodians. The Principal's role is to advocate for all students, monitor and oversee all school initiatives and respond to concerns with transparency pertaining to all stakeholders. The Assistant principals will assist in ensuring all information is shared with stakeholders in a timely manner and that school programs and operations are carried out as intended. Teacher leaders assist in providing and responding to feedback from stakeholders and collaborating with the administration on the development of academic programs at the school. Teachers provide a safe, inclusive, and academically rigorous learning environment for all students. Guidance counselors are responsible for providing and responding to feedback from stakeholders and collaborating with the administration on the development of programs for the academic, mental, and emotional well-being of all students. The clerical staff is responsible for creating a welcoming and customer-friendly school environment. Security monitors are responsible for ensuring all visitors are screened and the campus is secured at all times. Custodians are responsible for creating and maintaining a clean and healthy school daily for all stakeholders.