Miami-Dade County Public Schools

Mast@Fiu

2022-23 Schoolwide Improvement Plan

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Mast@Fiu

14301 BAY VISTA BLVD, North Miami, FL 33181

mastfiu@dadeschools.net

Demographics

Principal: Roberto Sarmiento E   Start Date for this Principal: 8/13/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (92%) 2018-19: A (84%) 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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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	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Sarmiento, Robert	Principal	Dr. Welker leads and upholds policy, programs, budgets, and curricular activities in a manner that promotes the academic and professional advancement of staff and students by collaborating with his staff in the development of objectives to meet the needs of MAST@FIU.
Sarmiento, Roberto	Assistant Principal	Mr. Sarmiento assists in the implementation of all programs by providing direction to the staff in implementing goals and objectives through interaction and collaboration. He assists in the evaluation of staff, the facilities, and in initiating improvements in instructional and non-instructional areas.
Ellis, Hanna	Teacher, K-12	Ms. Ellis is an Instructional Leader overseeing the progress of the English Language Arts and Social Sciences departments. She provides training for faculty and staff in ongoing accelerated learning programs by analyzing data, surveying staff and student interest. She assists new staff and provides instructional support and updates to all staff.
Jolicoeur, Cindy	Magnet Coordinator	Ms. Jolicoeur is the Magnet Lead Teacher, Professional Development Liaison, and Activities Director. She assists with the implementation of the magnet program, outreach and recruitment of students. She works with Instructional Leaders in the implementation of workshops. She coordinates with Club and Activity Sponsors to promote a positive student experience.
Daniel, Stephanie	Teacher, K-12	Ms. Daniel is an Instructional Leader overseeing the progress of the STEM program and departments. She provides training and updates to faculty and staff in District and accelerated learning programs. She disaggregates data and shares instructional recommendations from the staff. She assists new staff and provides instructional support and updates to all staff.
Acevedo, Marie	School Counselor	Ms. Acevedo is the College Assistance Program Advisor responsible for post-secondary planning and direction of Student Services, including scheduling and activities while working closely with the university partner. She coordinates and maintains ESE timelines for parental notice and consultations.

Demographic Information

Principal start date
Wednesday 8/13/2014, Roberto Sarmiento E

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.*
0

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.*

0

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

448

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

4

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

4

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	0	0	0	124	108	99	101	432
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	0	3	3	9
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	1	9	14	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	1	1	0	3

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	0	0	0	1	1	1	3

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

Thursday 8/11/2022

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

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	134	119	113	99	465
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	3	1	2	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	1	1	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	0	1	1	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	9	0	0	0	9

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

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

The number of students identified as retainees:

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

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	95%	54%	51%				96%	59%	56%
ELA Learning Gains	72%						72%	54%	51%
ELA Lowest 25th Percentile	80%						73%	48%	42%
Math Achievement	95%	42%	38%				97%	54%	51%
Math Learning Gains	89%						60%	52%	48%
Math Lowest 25th Percentile							71%	51%	45%
Science Achievement	100%	41%	40%				96%	68%	68%
Social Studies Achievement	98%	56%	48%				93%	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	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	71%	22%	70%	23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	54%	43%	57%	40%

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
ELL	83	74	73								
ASN	87	53									
BLK	89	66	70								
HSP	98	73	88	100	85		100	97		100	98
WHT	96	77	81	100	100		100	100		100	94
FRL	95	71	84	93	87		100	97		100	94

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	76	65	67	50							
ASN	91	82									
BLK	94	76	82							100	76
HSP	94	65	57	67	21		100	96		100	95
WHT	96	78	79	86	43		86			100	86
FRL	94	68	65	50	15		90	90		100	89

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	85	65	70								
BLK	100	86	82					77		100	86
HSP	95	70	76	94	58		93	95		100	81
WHT	95	67	60	100	65		100	100		92	92
FRL	95	70	73	100	56		95	88		100	86

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	92
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	825
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	77
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	70
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	75
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	93
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
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	94
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	91
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?

Compared to the previous school year, the 2021-2022 achievement data that impacted the school grade indicated that all nine components either maintained or increased their scores. Learning gains for ELA overall and the lowest 25% increased from 71% to 72%, and 67% to 80%, respectively. Compared to 2020-2021 scores, Math proficiency increased by 29 percentage points from 66% to 95%. Likewise, math learning gains increased from 24% to 89%, indicating a 65 percentage point increase. Both science and social studies proficiency also increased by at least five percentage points compared to last year's scores. Science achievement increased five percentage points from 95% to 100%, indicating the highest proficiency score ever achieved in this area compared to any previous year. Besides indicating a five percent score increase from 93% to 98%, social studies achievement demonstrates the highest proficiency attained within the last three years.

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

The data components that demonstrated greatest need for improvement include: attendance, prioritizing student relationships and wellbeing, ELA Learning Gains, AP curriculum support and strategies, and communication and teamwork.

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

The biggest shift in school climate was the move from FIU Biscayne Bay Campus to our dedicated school building. Likely, much of the shift in perception occurred as a result of students and faculty being in closer proximity to each other. Faculty collaboration, formal and informal, needs to be continually supported, encouraged and modeled during 2022-23 through Collaboration Meetings, Lunch & Learn sessions and Instructional walk-throughs.

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

Academic achievement scores were our area of improvement. Geometry, Biology, and U.S. History saw increases in overall achievement and learning gains, where applicable, from the previous school year. ELA maintained their high achievement from the previous school year.

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

The factors that contributed to improvement in achievement scores this past year were lunch, after school, and Saturday tutoring, pull out interventions, and project-based learning and instructional collaboration in Geometry; and standards-based instruction and data-driven instructional planning in Biology and U.S. History.

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

Continue use of the above strategies and using formative assessments and data-focused strategies to improve areas of weakness.

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.

The professional development for teachers should focus on refreshers on data collection, analysis, and application in instructional planning; teacher mentorship for new/ incoming teachers; building positive relationships with students, specific to supporting students' academic and social-emotional wellbeing; and collaboration on AP and other instructional best practices that work.

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

To ensure the sustainability of our improvement in academics, extended learning opportunities will continue to be implemented. Hands-on learning, field trips, and real-world and critical thinking challenges focusing on STEM applications should bolster the success of our STEM-focused academics.

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

:

#1. Instructional Practice specifically relating to ELA	
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 2022 FSA proficiency data, 94% of the 9th-grade students are proficient in ELA, and 96% of the 10th-grade students are proficient in ELA. The 2021 FSA proficiency data shows the same scores for each grade level, indicating 94% for 9th and 96% for 10th, respectively. The overall result was 95% proficiency for both grade levels within the years without any upward movement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With data-driven instruction, 96% of 9th and 10th-grade students at MAST@FIU Biscayne Bay Campus will achieve a proficiency score of a level 3 or higher on the third Progress Monitoring administration of the new 2023 F.A.S.T. ELA exam.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The ELA department will meet monthly to share and discuss student achievement data and instructional best practices related to using data to guide instruction. The ELA department will also engage in on-site professional development related directly to data utilization that leads to the achievement of successes in Biology in 2021-2022.
Person responsible for monitoring outcome:	Hanna Ellis (hellis@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of Instructional Practice specifically relating to standards-aligned instruction, teachers will utilize data-driven instructional strategies. Data-driven instruction will allow teachers to directly focus on the academic weaknesses revealed on both formative and summative assessments in the classroom and on the 1st and 2nd Progress Monitoring periods. Data driven instruction will be monitored through the use of data trackers to drive instructional planning and data-driven conversation, including ongoing progress monitoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A focus on data-driven instruction will encourage ELA teachers to review, reflect, and adjust planning and delivery of instruction to meet the academic needs of the students in their classrooms as data becomes available. The need for increased data-driven instruction is evident in that only 72% of our ELA 9th and 10th grade students achieved learning gains in 2021-22.

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.

August 31st, 2022 - October 14th, 2022

Ensure that ELA teachers have access to the new B.E.S.T. standards for their courses, either through the district's Schoology LMS or CPALMS. Encourage ELA teachers to participate in professional development related to B.E.S.T. or F.A.S.T. As a result, teachers will ensure that lesson plans are aligned with the current State standards and objectives.

Person Responsible	Hanna Ellis (hellis@dadeschools.net)

August 31st, 2022 - October 14th, 2022

Teachers will participate in in-house professional development focused on reading data from classroom assessments, mining quantitative data from qualitative assessments, using data to support classroom instruction, and using Performance Matters platform reports to reflect on class data and to share results. As a result, teachers will conduct individual data chats with students about areas of strength and areas of opportunity.

Person Responsible	Robert Sarmiento (pr7031@dadeschools.net)

August 31st, 2022 - October 14th, 2022

Ninth and 10th-grade students will participate in the F.A.S.T. ELA PM 1 period and teachers will use data reports from PM1 to adjust instructional practice to meet the academic needs of students in the classroom. As as result, teachers will be able to more effectively plan and differentiate instruction to the precise level and needs of their students.

Person Responsible	Xandra Lilavois (xlilavois@dadeschools.net)

August 31st, 2022 - October 14th, 2022

ELA teachers will participate in monthly collaboration meetings and data chats focused on identifying successes and areas of improvement, while also sharing instructional strategies and best practices. As a result, teachers will ensure that lesson plans are aligned with the current State standards and objectives as well as develop annual plans that are vertically aligned from ninth to twelfth grade.

Person Responsible	Hanna Ellis (hellis@dadeschools.net)

October 31 - December 16, 2022 Ninth and 10th-grade students will participate in the F.A.S.T. ELA PM 2 period. Teachers will use data reports from PM2 to reflect on the progress, both the whole class and individually, that students have made between the two PM sessions. As a result, teachers will adjust instructional practice to meet the academic needs of students in the classroom and provide opportunities for remediation where necessary.

Person Responsible	Hanna Ellis (hellis@dadeschools.net)

October 31 - December 16, 2022

As a result of the PM1 data, teachers have identified Vocabulary and Language as the area of highest need in 9th and 10th-grade classes. Teachers will incorporate direct and indirect teaching methods that target this area (reading for context clues, Frayer model, semantics mapping, morphic analysis, etc.). As a result, students will receive explicitly and focused instruction in areas of need that will enrich their understanding of fiction and non-fiction texts and help to improve their overall scores on the F.A.S.T. PM 3 exam at the end of the school year.

Person Responsible	Hanna Ellis (hellis@dadeschools.net)

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

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 2022 Advanced Placement scores, and longitudinal AP data, most AP courses saw significant increases in scores compared to COVID and pre-COVID AP data. Data from the 2021-2022 school year indicates that MAST@FIU Biscayne Bay Campus saw a 13% increase in the number of students achieving a 3 or higher on AP exams. However, analyzing data course-by-course, the increase of achievement was not consistent. Out of the 14 AP courses tested in 2021-2022, seven courses saw less than 10% increase in student achieve from the previous school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With standards-aligned instruction, 100% of Advanced Placement courses at MAST@FIU will improve scores on their accompanying AP exam by 3% over the 2021-2022 score averages. Further, all Advanced Placement course exam averages at MAST@FIU will exceed the global AP score average for the course by 7%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	AP teachers will attend monthly meetings that encourage collaboration on AP best practices. New and struggling AP teachers will be paired with AP mentors at school and through MDCPS's district AP Mentorship program. Walkthroughs initiated by Instructional Leaders and administration will follow the TDO model - including collaboration and targeted feedback.
Person responsible for monitoring outcome:	Stephanie Daniel (sdaniel@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of Instructional Practice specifically relating to standards-aligned instruction, teachers will utilize Instructional Support/ Coaching. Instructional Support/ Coaching will allow teachers to collaborate on the areas of weakness within their instruction and focus their efforts on investigating best practices within other AP classrooms, both within MAST@FIU and neighboring schools, that can improve their instructional practice, thereby improving their ability to meet the academic needs of the students in the classroom and improving scores on accompanying exams.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	A focus on instructional support/ coaching will encourage AP teachers to review, reflect, and adjust planning and delivery of instruction to meet the academic needs of the students in their classrooms as they collaborate with peers and gain valuable feedback on their instructional practice. While MAST @ FIU AP scores are strong, there are three courses where our 2021-22 passing rate (% of students earning a level 3 or higher) is below the global passing rate for that particular course.

**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.

August 31st, 2022 - October 14th, 2022
Ensure that AP teachers have access to 2021-2022 data related to their courses. AP teachers will review and reflect on the Instructional Report for their course provided by the College Board and identify areas of success and improvement. As a result, teachers will more effectively lesson plan by evaluating which Units/Areas of the course's curriculum students demonstrated the most success and most room for improvement, considering which instructional strategies were successful and which need revision.

Person Responsible	Robert Sarmiento (pr7031@dadeschools.net)

August 31st, 2022 - October 14th, 2022
Ensure that all teachers, specifically new teachers, have access to AP Classroom and are trained on use of AP Classroom. As a result, all AP teachers will be able to create AP Classroom formal and informal assessments and then review the data to better differentiate instruction and remediation.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

August 31st, 2022 - October 14th, 2022
AP teachers will create a 'Year-at-a-Glance' document that reflects the skills and objectives of their course. This working document will pace the content of the AP course so that all content is covered before the course's AP exam date. As a result, teachers will create and maintain an adequate pace that ensures all course objectives are taught with fidelity while also allowing ample time for review.

Person Responsible	Cindy Jolicoeur (cjolicoeur@dadeschools.net)

August 31st, 2022 - October 14th, 2022
AP teachers will engage in at least one district-sponsored or College Board sponsored AP professional development opportunity. As a result, teachers will make use of at least one skill or strategy learned at the professional development to increase student engagement.

Person Responsible	Cindy Jolicoeur (cjolicoeur@dadeschools.net)

August 31st, 2022 - October 14th, 2022
AP teachers whose 2022 data is below global average will be partnered with an AP teacher at MAST@FIU and will be encouraged to participate in the district's AP Mentorship program. New AP teachers, or teachers new to teaching their current course, will also be encouraged to participate in the district's AP Mentorship program. As a result, teachers will be provided the instructional support and tools needed to modify instruction to better meet the needs of our students.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

October 21- December 16, 2022
AP teachers will review and modify a 'Year-at-a-Glance' document that reflects the skills and objectives of their course. Teachers will modify their pacing to ensure that all course content is covered before the AP exam date. As a result, teachers will ensure that course objectives are taught with fidelity while allowing ample time for review.

| **Person Responsible** | Cindy Jolicoeur (cjolicoeur@dadeschools.net) |

October 21 - December 16, 2022
AP teachers will research and incorporate one student-centered learning strategy into their pedagogical process. AP teachers will be encouraged to observe colleagues as part of the research process. Teachers will share this student-centered learning strategy with their colleagues at a collaborative faculty meeting. As a result, teachers will be introduced to best practices employed throughout the school and encouraged to vary their instructional practices to better meet their students learning needs and increase student engagement.

| **Person Responsible** | Roberto Sarmiento (rsarmiento@dadeschools.net) |

#3. Positive Culture and Environment specifically relating to Building Relationships	
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 Student Climate Survey, although 89% of students have consistently believed their school is safe and secure, there is a disconnect between students, leadership, and relationships. Within the category of Leadership and Relationships (Q8, Q9) had an average decline of 21% points of students agreeing that the administration does a good job running the school or is there when needed compared to 2020-2021. In the category Resources and Support Systems (Q 15), student responded that the counselors' help with school and personal problems declined 13 percentage points. Additionally, in the Teaching, Learning, and Assessment category, there was a 10 percentage point decrease in students who stated they liked coming to school. Likewise, staff response to the Climate Survey regarding staff morale decreased by 40 percentage points. For this reason, building relationships is an area of focus in promoting a positive school culture.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Through accessibility and visibility every week, promoting character education and celebrating the successes of students and staff, the administrative team and Student Services at MAST@FIU will build relationships that will boost student and staff morale by ten percentage points on the next climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will ensure that all administrators are visible and accessible on a weekly basis by conducting consistent walkthroughs.
Person responsible for monitoring outcome:	Robert Sarmiento (pr7031@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidenced-based strategies implemented are Leadership Visibility and Accessibility and Character Education/Values Matter. Character Education supports the social, emotional, and ethical development of students. Leadership Visibility inspires people by providing opportunities to inspect, direct, or correct.

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.
Character Education/Values Matter provides long-term solutions to moral, ethical, and academic issues of growing concern in our society and our schools. Character Education/Values Matter teaches students how to be their best selves and do their best work. Administrative and leadership team visibility and accessibility provide staff and students opportunities to communicate and reflect through shared responsibility.

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.

August 31st, 2022 - October 14th, 2022
The administration will be visible during classroom switches and maintain an open-door policy for stakeholders. As a result of the administration being visible to all stakeholders, communication will increase thus leading to shared respsonsibility.

Person Responsible   Robert Sarmiento (pr7031@dadeschools.net)

August 31st, 2022 - October 14th, 2022
The administration will endorse character education by iterating core ethical and performance values through daily announcements. As a result of the administration implementing character education through announcements, the student body will burgeon citizenship.

Person Responsible   Robert Sarmiento (pr7031@dadeschools.net)

August 31st, 2022 - October 14th, 2022
The magnet coordinator will reach out to faculty and staff to identify stellar students. As a result of identifying stellar students, student morale will increase.

Person Responsible   Cindy Jolicoeur (cjolicoeur@dadeschools.net)

August 31st, 2022 - October 14th, 2022
The administration will coordinate with teachers to celebrate successes and recognize their accomplishments and contributions to the school through daily announcements. As a result of celebrating successes and recognizing achievements, staff morale will increase and cultivate a culture of collaboration.

Person Responsible   Roberto Sarmiento (rsarmiento@dadeschools.net)

August 31st, 2022 - October 14th, 2022
The Student Services Team will avail themselves biweekly to students face-to-face or virtually so they can articulate their academic or wellness needs. As a result of Student Services availability on a biweekly basis, students will be more aware of academic and social-emotional needs.

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

October 31 – December 16, 2022
The administration will endorse character education by iterating core ethical and performance values through daily announcements as well as having students participate in announcing these values daily. As a result of the administration including students in the announcing of character education themes, the student body will burgeon citizenship.

Person Responsible   Robert Sarmiento (pr7031@dadeschools.net)

October 31 – December 16, 2022
The magnet coordinator will reach out to faculty and staff to identify stellar students to be school ambassadors for future students to reciprocate school pride. As a result of identifying ambassadors, student morale will increase.

Person Responsible   Cindy Jolicoeur (cjolicoeur@dadeschools.net)

October 31 – December 16, 2022
The Student Services Team will conduct biweekly meetings that update the administrative and SST of upcoming academic and social-emotional areas of concern and growth. Additionally, SST will conduct social-emotional activities school-wide monthly to ensure that students have access to them and will feel comfortable reaching out.

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

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
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 2022 Leadership Competency data, teachers indicated they have received feedback less frequently in the 2021-2022 school year when compared to 2020-2021. Twenty-five percent received feedback as compared to 50% receiving feedback, respectively, on a weekly or monthly basis. Further, data indicates that the number of walkthroughs decreased in 2021-2022 with 48% of teachers noting at minimum bi-weekly walkthroughs as compared to 63% of teachers noting walkthroughs at the same frequency in the 2020-2021 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With specific teacher feedback and walkthroughs, the leadership team at MAST@FIU will improve support for teachers by conducting walkthroughs and hosting feedback and data-sharing meetings with 100% of the instructional staff on, at minimum, a monthly basis, reinforcing a relationship of trust and support between faculty, administration, and support staff as indicated through collaborative meeting logs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct regular walkthroughs using the TDO model with teachers, with teachers identifying areas of need in their classroom. The leadership team will ensure that effective, timely feedback is provided to teachers within a few days after walkthrough and provide observational data at monthly collaboration meetings.
Person responsible for monitoring outcome:	Roberto Sarmiento (rsarmiento@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of Transformational Leadership specifically relating to Teacher Feedback and Walkthroughs, the leadership will utilize Consistent Developmental Feedback. Consistent developmental feedback will reinforce expectations and provide support to all teachers at MAST@FIU. Leadership team members will work with teachers to identify an area of need in the classroom and provide clear and constructive feedback on the identified area of need at post-walkthrough debrief. Through their use of the feedback and support, teachers will be able to better serve the students in their classrooms.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	To increase the percent teachers above 25% who have experienced supportive feedback, a focus on improving the quality and amount of developmental feedback through consistent walkthroughs will encourage all stakeholders to effectively communicate needs, wants, and expectations to continually improve teacher practice, and thereby positively impacting student learning and achievement.

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.

August 31st, 2022 - October 14th, 2022
During faculty meetings, the administration will identify "look-fors" and best practices among teachers to familiarize teachers with walkthrough expectations. As a result, teachers will be familiar with and use best practices to better meet the needs of the students in their classrooms.

Person Responsible	Robert Sarmiento (pr7031@dadeschools.net)

August 31st, 2022 - October 14th, 2022
Establish 'Pineapple Chart' channel in Teams for teachers to share upcoming activities that they wouldn't mind sharing with both the leadership team and other teachers. As a result, teachers will be more aware of opportunities to witness different strategies that they can them employ in their own classrooms.

Person Responsible	Stephanie Daniel (sdaniel@dadeschools.net)

August 31st, 2022 - October 14th, 2022
Coordinate with administration and instructional leaders on walkthrough trends and best practices in instruction based on the Framework for Effective Instruction. As a result, all stakeholders will be more aware of trends and best practices used in the school.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

August 31st, 2022 - October 14th, 2022
Upon conducting walkthroughs, the administration will provide feedback focused on providing information and guidance on areas of concern by identifying staff who can assist. As a result, teachers will be more aware of expectations for walkthrough 'look fors' and employ strategies that meet the needs of the students in their classroom.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

October 31 - December 16, 2022
All teacher feedback concerning walkthroughs will be offered in a timely manner. As a result, feedback will be issued within 24-48 hours of visiting the classroom focusing on teacher strengths and identifying areas of growth.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

October 31 - December 16, 2022
Use teacher assessment and student performance data to assist teachers in developing classroom differentiated activities. As a result, feedback will be provided to help teachers plan and implement support differentiated support activities to match their students' areas of growth.

Person Responsible	Roberto Sarmiento (rsarmiento@dadeschools.net)

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.

MAST@FIU promotes an environment of safety and security by communicating policy and procedures to all stakeholders. Routine safety drills and facilities upkeep maintain a safe environment. Inclusivity and respect are promoted through extracurricular activities and student-initiated clubs and activities aligned to their interests. Students and faculty are recognized for their accomplishments and their contributions to the school by spotlighting them each week. The Sunshine Club highlights staff celebrating events to bring them together.

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

Administration is responsible for recognizing the achievements of staff and students as they spotlight one school member a week. Administration endorses Character Education for students and staff by reiterating core ethical and performance values through daily announcements. The Magnet Coordinator is responsible for reaching out to the faculty to identify a student to illuminate as well as coordinating with sponsors for clubs and extracurricular offerings to increase student valuing of the school. The Student Services Team allows students access to information and the communication of wellness and mental health issues that arise. Through collective efficacy, all stakeholders are apprised of the policies and procedures at the start of the academic year and as necessary, maintaining their implementation. Administrative and Leadership Team visibility and accessibility provide staff and students opportunities to communicate and reflect through shared leadership.