Jose Marti Mast 6 12 Academy

2022-23 Schoolwide Improvement Plan

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Jose Marti Mast 6 12 Academy

5701 W 24TH AVE, Hialeah, FL 33016

http://martimast.dadeschools.net

Demographics

Principal: Jose Enriquez, Jr.

Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	75%
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 (85%) 2017-18: A (81%)
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 6-12	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

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.

At Jose Marti MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, the application of the sciences. The Mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

Provide the school's vision statement.

Jose Marti MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

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
Enriquez, Jose	Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Robles, Maite	Assistant Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Andrews, Melissa	Magnet Coordinator	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor effective implementation of testing procedures and data dissemination and analysis; oversee recruitment, retention, and marketing efforts
Cruz, Albina	Instructional Media	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; ensure effective use and implementation of technology; monitor progress and performance of FLVS students/labs.
Estrada, Christine	School Counselor	Assist in the implementation of social emotional learning initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; ensure delivery of programs as it pertains to student welfare, mental health; ensure schedules and curriculum are in line with Pupil Progression Plan and the individual needs of students.
Horgan, Marlena	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Kearns, Andrew	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.
Llanes, Christy	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.

Name	Position Title	Job Duties and Responsibilities
Luis, Gladys	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure compliance of programs, meetings, and assessments for ELL population.
Thompson, Martinnette	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome.

Demographic Information

Principal start date
Friday 7/15/2022, Jose Enriquez, Jr.

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.*
3

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.*
6

Total number of teacher positions allocated to the school
37

Total number of students enrolled at the school
915

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

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	176	139	159	152	101	95	93	915
Attendance below 90 percent	0	0	0	0	0	0	3	1	11	3	4	8	5	35
One or more suspensions	0	0	0	0	0	0	0	0	4	6	0	0	2	12
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	4	6	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	2	1	3	1	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	1	2	2	1	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	10	15	6	1	0	0	35

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	1	4	2	1	0	0	9

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	1	0	0	1
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

Monday 8/22/2022

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	161	182	172	117	126	100	125	983
Attendance below 90 percent	0	0	0	0	0	0	6	3	2	0	3	1	1	16
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	1	1	5	0	4	2	1	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	2	0	0	1	0	2	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	3	5	3	0	1	1	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	21	35	20	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	1	3	1	0	0	0	8

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	1	0	0	0	0	1
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	161	182	172	117	126	100	125	983
Attendance below 90 percent	0	0	0	0	0	0	6	3	2	0	3	1	1	16
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	1	1	5	0	4	2	1	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	2	0	0	1	0	2	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	3	5	3	0	1	1	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	21	35	20	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	1	3	1	0	0	0	8

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	1	0	0	0	0	1
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	90%	54%	51%				90%	59%	56%
ELA Learning Gains	75%						71%	54%	51%
ELA Lowest 25th Percentile	76%						74%	48%	42%
Math Achievement	93%	42%	38%				93%	54%	51%
Math Learning Gains	83%						70%	52%	48%
Math Lowest 25th Percentile	85%						80%	51%	45%
Science Achievement	89%	41%	40%				83%	68%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	96%	56%	48%				99%	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
06	2022					
	2019	77%	58%	19%	54%	23%
Cohort Comparison						
07	2022					
	2019	95%	56%	39%	52%	43%
Cohort Comparison		-77%				
08	2022					
	2019	88%	60%	28%	56%	32%
Cohort Comparison		-95%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	92%	58%	34%	55%	37%
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		-92%				
08	2022					
	2019	94%	40%	54%	46%	48%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	70%	43%	27%	48%	22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	68%	26%	67%	27%

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	98%	63%	35%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	54%	36%	57%	33%

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	58	56	45	87	93			91			
ELL	78	75	79	86	82	91	50	97	93		
ASN	67	50		100	100						
BLK	77	87	83	88	79	83		100			
HSP	91	75	76	93	83	85	89	96	97	100	93
WHT	95	79		100	83			100			
FRL	90	74	78	92	81	85	87	97	97	100	91
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	54	54	43	67	28			91			

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	79	65	68	71	36	37	67	80	80		
ASN	82	73									
BLK	73	40	45	76	34			88			
HSP	88	67	67	81	38	40	88	92	93	100	94
WHT	93	62		93	38			75			
FRL	86	64	64	78	35	37	87	90	92	100	92

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	78	78	77	95	78		73				
ELL	77	64	61	93	66	91	66	96	94		
ASN	93	92									
BLK	83	66	63	89	71	60	70	100	92		
HSP	90	71	75	93	69	82	84	99	95	100	87
WHT	93	82		100	79		85	100	100		
FRL	89	71	75	92	67	77	81	98	93	100	85

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	89
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	976
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	72
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	
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	79
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	85
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
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?

The FSA Math proficiency data went from 79% in 2021 to 93% in 2022, an increase of 14%. FSA Math proficiency in 7th grade jumped 24%, from 70% to 94%. Algebra 1 stayed relatively stable at 94% in 2022, compared to 95% in 2021. Geometry stayed at 88% proficiency in 2022 as compared to 2021. In ELA, middle school proficiency was 85% in 2021 and 88% in 2022. 9th and 10th grade proficiency rates were 92% in 2021 and 93% in 2022. Biology increased from 88% in 2021 to 89% in 2022. Civics proficiency rose from 91% in 2021 to 96% in 2022, and US History rose from 92% in 2021 to 97% in 2022. When looking at AP scores, US Government, Biology, Art History and English Language showed significant increases. However, AP Statistics showed a decrease and scored below the national average, as did AP Capstone Seminar, which showed only a slight increase from the previous year.

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

The data components that show the greatest need for improvement based on the 2022 state assessments are middle school ELA and AP Statistics and AP Capstone Seminar. Although the proficiency and learning gains data in ELA in middle school are not an area of concern empirically, there is a sense that performance can be even higher if rigor were better aligned to the demands of the standards. In addition, AP Capstone Seminar data improved, but because every 10th grader is enrolled in the course, this presents a challenge for the teacher and the school. Approximately 100 students each year take the course and the exam.

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 contributing factors to this need for improvement were a disconnect in planning between the middle school and high school teachers. We are a 6-12 model, but there is little to no vertical planning where the high school teachers share with middle school teachers what skills students are expected to master so that they can begin increasing the rigor in the middle school grades. In the areas of Statistics and Capstone, a closer collaboration needs to happen so each course can strengthen the other. Further collaboration among the content areas as it pertains to reading, writing, and research can also help reinforce the skills in both middle school ELA and high school Capstone Seminar.

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

The data components with the most improvement were middle school Math, which showed a 14% jump in 6th grade and a 24% jump in 7th grade (8th grade test). All Social Studies AP subjects showed an

increase on AP exams, with the exception of World History with a 2% drop, which is negligible considering the numbers of test-takers.

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

The contributing factors to the improvement in Math was more face time with students versus the prior year where there was mixed communication (online and in person). In Social Studies, the prior year's SIP focused on improving AP scores in Social Studies through cross-curricular initiatives via PLC's. A closer look at primary source documents and more attention to document and statistic-based questions complemented the AP Social Studies curriculum, especially in the Math and Science classes.

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

In order to accelerate learning, our school will continue to focus on student-centered learning and inquiry/problem-based learning. We would also emphasize collaborative planning across subject areas to support learning through Grade-level PLC's. A greater emphasis on research and rhetoric across all content areas will support initiatives in ELA and Capstone, especially in the face of new standards and assessments and considering that all 10th graders will be accountable to taking the AP Capstone course.

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.

Schoology professional development opportunities will give teachers the confidence to use the platform as a collaborative planning tool to facilitate cross-curriculum planning outside of bi-monthly Department PLC's and Grade-level PLC's. Professional development as it pertains to the BEST standards in ELA will also be offered at Opening of Schools on-site, and opportunities for refreshers will be encouraged throughout the year.

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

Additional services that will be implemented to ensure sustainability of improvement in future years is to provide opportunities for grade-level specific, cross-curriculum planning to facilitate learning. Administration will conduct quarterly portfolio reviews of student work, and presentation of best practices by staff will be more highly encouraged and celebrated at faculty and PLC meetings, especially as aligned to the FEI standards.

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.	Middle grades ELA was identified as critical area of need to be reviewed based on the discrepancy between proficiency in high school and middle school. Middle school proficiency was at 88%; whereas high school was at 93%. The same trend occurred in 2019 and 2021. Qualitative data such as administrative walkthroughs, portfolio reviews, and teacher feedback conversations also reveals that task demands in the ELA classroom need to be more challenging and aligned to the intellectual abilities of the students in the middle grades.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of "Vertical Planning," proficiency average in ELA in the middle school grades will increase to reach above the 90% threshold on the FAST assessment or show gains from previous assessments by the end of the school year. Effective vertical planning will allow the 9th and 10th grade teachers to assist the middle school teachers in creating task demands that are more rigorous, thus better preparing the students for the demands of the assessment in the middle school.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored via Administrative walkthroughs, portfolio reviews, and constructive conversations between Administration and teachers. Evidence will include more text-based writing, more standards aligned tasks that reach beyond the recall and retell level, and more opportunities for research and research-based writing tasks. Evidence will also include more poetry related tasks as well as more rhetorical and literary analysis.
Person responsible for monitoring outcome:	Maite Robles (249477@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Vertical Planning allows teachers to work collaboratively to align standards across grade levels and develop a deep understanding of what is required in the upper grades. A discussion of problems students have with the standards in the middle and higher grade levels and brainstorming instructional ideas will help teachers in the lower grades better prepare their students.

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

Vertical Planning will facilitate discussions that allow the middle school teachers to work with the high school teachers on building stronger, more rigorous foundations that will increase student achievement. By working with the higher level teachers, middle school teachers will understand the demands the students will face and will be able to plan with the high school teachers on literary analysis, rhetorical analysis, writing, research, and poetry to create more challenging lessons and activities that align to the BEST standards and challenge students above the lower levels of complexity. By doing this, students will be more prepared for the demands of the assessment and for the demands of future grade levels.

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.

High school teachers will meet to identify best practices, key strategies, terms, concepts that middle school students need to master in order to be successful on the FAST Assessment as well as in future, more demanding high school courses. (8/30/2022 - 9/20/2022)

Person Responsible	Martinnette Thompson (mthompson05@dadeschools.net)

Strategies, best practices, terms, and concepts identified by high school teachers will be shared with middle school teachers via Content/Department PLC. (8/30/2022 - 9/27/2022)

Person Responsible	Martinnette Thompson (mthompson05@dadeschools.net)

Teachers will analyze data from FAST PM1 in ELA and conduct data chats with students to reflect upon areas of strength and areas of growth on the teacher and the student level. (9/19/2022 - 10/14/2022)

Person Responsible	Maite Robles (249477@dadeschools.net)

Administration will monitor implementation of shared best practices, strategies, and concepts through classroom walkthroughs and review of student work in person and via Schoology. (9/6/2022 - 10/14/2022)

Person Responsible	Maite Robles (249477@dadeschools.net)

Scaffolding terms, strategies, and skills identified by ELA department will be infused in Language Arts classes and evident in student work portfolios. (10/31/2022 - 12/16/2022)

Person Responsible	Martinnette Thompson (mthompson05@dadeschools.net)

Administration will conduct portfolio reviews to ensure that student work reflects the terms, strategies, and skills identified to increase rigor in the ELA classes in middle school. (10/31/2022 - 12/16/2022)

Person Responsible	Maite Robles (249477@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.**	AP Capstone Seminar was identified as an area of need. Although AP Capstone Seminar pass rates increased by 6%, they scored 13% below the national average and have scored below the national average for the past three years. Every 10th grader is enrolled in the course, making this course highly consequential to the school's performance data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of "Differentiation Instruction," AP Capstone Seminar pass rates in the 10th grade will increase by 5% by the end of the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored via classroom walkthroughs, portfolio reviews, and Administrative conversations/data chats with teachers throughout the school year. Evidence will include differentiated assignments, individual conferences, standards-based corrective feedback, and student data chats and reflections.
Person responsible for monitoring outcome:	Christy Llanes (cllanes13@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Differentiated Instruction will provide different avenues to learning, acquiring content, processing, assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Differentiation was chosen specifically because these courses are taken by about 100 students in our school with varying needs and ability levels.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Because all 10th graders, with the exception of those who do not pass the FSA ELA, take the AP Capstone course and exam, differentiation is crucial to ensuring that the needs of all students are met. There are varying Reading and Writing proficiency levels within the AP Capstone class. Furthermore, it is a class that lends itself to individual conferences and conversations.

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.

Science Chair and AP Capstone teacher will analyze AP Instructional Planning Reports for Capstone Seminar over the last three years to examine trends and potential areas of growth. (8/30/2022 - 9/20/2022)

Person Responsible	Christy Llanes (cllanes13@dadeschools.net)

Based on analysis of data and Instructional Planning Reports, teacher and Department Chair will devise best practices and strategies to share with other content area teachers at Grade-level PLC meeting(s). (8/30/2022 - 9/20/2022)

Person Responsible	Christy Llanes (cllanes13@dadeschools.net)

Teacher and Department Chair will share best practices and strategies with teachers at Grade-level PLC meeting. Teacher will share at the high school meeting, and Department Chair will share at the middle school meeting. (9/13/2022 - 10/11/2022).

Person Responsible　　　Maite Robles (249477@dadeschools.net)

Administration will monitor implementation of sound practices and strategies as they pertain to research, writing and rhetoric in the AP Capstone classroom. (8/30/2022 - 10/14/2022)

Person Responsible　　　Maite Robles (249477@dadeschools.net)

Strategies to infuse and reinforce research skills identified by Science Chair and AP Capstone teacher will be shared at grade level PLC to be included across all content areas. (10/31/2022 - 12/16/2022)

Person Responsible　　　Christy Llanes (cllanes13@dadeschools.net)

Administration will conduct walkthroughs and portfolio reviews to monitor implementation of research strategies and exercises across content areas. (10/31/2022 - 12/16/2022)

Person Responsible　　　Jose Enriquez (jenriquez@dadeschools.net)

#3. 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.**	Based on results on the 2021-2022 Staff School Climate Survey, the largest decrease in positive responses related to the question about teacher evaluations being "fair and reasonable." There was a 26% drop in those who agreed that these evaluations were fair and reasonable, and a 10% increase in those who disagreed that they were.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of "Set High Expectations for Students and Staff," 80% of the staff will agree or strongly agree with the statement that "teacher evaluations are fair and reasonable" on the 2022-2023 School Climate Survey for Staff, as opposed to the 68% mark on the 2021-2022 survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored by highlighting an IPEGS standards per faculty meeting and discussing examples from the Framework of Effective Instruction that are "effective" versus "highly effective." Examples can be hypothetical or concrete examples as witnessed via walkthroughs, PLC's, and/or portfolio reviews.
Person responsible for monitoring outcome:	Jose Enriquez (jenriquez@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Setting high expectations for students and staff will help to build a culture of responsibility as it conveys confidence in teachers' abilities to become highly effective in certain areas of their craft. School leaders can provide feedback more regularly so that teacher can make adjustments as necessary to ensure continued success. This will in turn make the evaluation process seem more fair and reasonable across the board, as teachers will feel more empowered and more in control of their teaching and their outcomes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/**	The rationale for selecting the strategy is that communicating concrete examples and providing more frequent feedback to teachers will give them a more clear understanding of what is expected of them to be "effective" and "highly effective." Reviewing and referencing the Framework of Effective Instruction also provides an objective measure for them to see what and how they can implement in their classrooms to grow as professionals. Setting high expectations communicates confidence and empowers teachers to move practice from effective to highly effective.

**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.

Administration will review the Framework of Effective Instruction and how it correlates with the IPEGS standards with faculty and staff members at Faculty Meeting. (9/13/2022)

Person Responsible   Maite Robles (249477@dadeschools.net)

Department Chairs will select and share examples of teacher, planning, other practices that are "highly effective" based on IPEGS standards with Administration to highlight and share at the next Faculty Meeting. (9/13/2022 - 10/14/2022)

Person Responsible   Jose Enriquez (jenriquez@dadeschools.net)

Administrators will identify practices as evidenced during classroom walkthroughs and observation of student work that are exemplary as based on the Framework of Effective Instruction and the IPEGS standards. (8/30/2022 - 10/14/2022)

Person Responsible   Jose Enriquez (jenriquez@dadeschools.net)

Administrators will use the Classroom Walkthrough Monitoring Tool to share feedback with teachers after classroom walkthroughs. The monitoring tool will be adjusted to more closely reflect the Framework of Effective Instruction indicators and the IPEGS standards. (8/30/2000 - 10/14/2022)

Person Responsible   Maite Robles (249477@dadeschools.net)

Department Chairs will continue to select examples of IPEGS practices that reflect as highly effective on the IPEGS rubric to be highlighted at Faculty Meetings. In addition, Administration will create engaging activities to get teachers to reflect on specifically how that artifact/example is highly effective. (10/30/2022 - 12/16/2022)

Person Responsible   Maite Robles (249477@dadeschools.net)

Teachers will reflect collaboratively on their own practices at grade-level PLC meetings to "bump" their practices from "effective" to "highly effective."

Person Responsible   Maite Robles (249477@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Resources and Support Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 Student School Climate Survey revealed that only 56% of students agreed or strongly agreed with the statement, "My teachers are interested in how I do in the future." In addition, only 47% agreed or strongly agreed with the statement "My school counselor helps me with school and personal problems."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of "Staff-Student Connections," at least 65% of students will agree or strongly agree that teachers are interested in their futures and that school counselors help with their personal and school problems on the 2022-2023 School Climate Survey, as opposed to the 47% mark on the 2021-2022 survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored mostly through the new Grade-level PLC meetings and monthly Student Services meetings. These meetings will provide opportunities to discuss work load, activities, student concerns, and other issues that may affect students and their academic and social-emotional well-being.
Person responsible for monitoring outcome:	Maite Robles (249477@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. For teachers, this might mean classroom check-ins and adjustments to workload/ home learning to reflect a deeper understanding of students' needs. For Student Services, more visibility in the classroom and more after school opportunities will send students the message that counselors are more available and willing to help them with school and personal problems during and outside school hours to meet their needs.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	"Staff-Student Connections" is a strategy that organically links the work of teachers and support staff to the well-being and interests of the students, thus building in the students a heightened sense that the adults care about them. The rationale for this strategy is for students to realize that teachers and counselors are indeed invested in their learning and their social-emotional needs. By forging stronger connections between students and teachers/counselors, learning becomes more powerful, more meaningful, and more connected to students' lives and experiences outside the classroom. If a student feels that teaching and learning is more personal, coming to school takes on a deeper meaning beyond the academic.

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.

Student Services Department Chair will create a schedule of classroom visits aligned to district initiatives as well as after school counselor availability to be shared with teachers and students via Schoology and over school announcements. (8/30/2022 - 9/6/2022)

Person Responsible	Christine Estrada (estradac@dadeschools.net)

Class Sponsors will meet with representatives from their respective grade levels and share student concerns with staff at the Grade-level PLC's. (9/20/2022 - 10/14/2022)

Person Responsible	Jose Enriquez (jenriquez@dadeschools.net)

Assistant Principal and Student Services will meet monthly to review minutes from Grade-level PLC's, Discipline Infraction Reporting logs, and other sources of data and ensure any necessary Tier 2 interventions and or services are put into place. (9/13/2022-10/14/2022)

Person Responsible	Christine Estrada (estradac@dadeschools.net)

Activities Director, Class Sponsors, and Administration will meet monthly with Student Government representatives to discuss extracurricular initiatives and other activities that contribute to the social-emotional well-being of the student body. (9/13/2022 - 10/14/2022)

Person Responsible	Jose Enriquez (jenriquez@dadeschools.net)

Interclub Council and Student Government will meet to create ideas for morale, spirit boosting initiatives that create opportunities for collaboration between students and staff. (10/31/2022 - 12/16/2022)

Person Responsible	Maite Robles (249477@dadeschools.net)

Students on the "stop list" for discipline will be counseled by Student Services and advised by Administration that they will have the opportunity to come off the list with positive behaviors and/or actions and deeds that compensate for their behaviors. The list will be reviewed at progress report and end of nine weeks for removal of students. (10/31/2022 - 12/16/2022)

Person Responsible	Christine Estrada (estradac@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.

The data reveals that the students and parents believe the school is safe, the leadership is effective, the teaching is solid, and the overall climate of the school is a positive one. Parents and students know that staff, from Administration to Security, is approachable. We pride ourselves on delivering a world-class, public school education that is highly tailored to the needs and wants of the students and parents. In addition, we are working on building campus life through initiatives such as our "Under the Armour" theme, which celebrates talent and achievements beyond academics and beyond Math and Science. We also initiated intramural sports and continue growing the number of student activities to make school more engaging for our students. Celebrating staff and student successes is also part of our school culture, be it through shout outs for awards and recognitions, announcements for athletic achievements at their home schools, congratulatory messages for college acceptances and scholarship awards, and social media mentions for all of the above. We celebrate students who show one of the seven virtues of the Knight and/or display one of the district's Values Matter core values through Tweets and Instagram posts or gift card awards. Attendance at EESAC meetings consistently includes all types of stakeholders - students, parents, teachers, and community members. Our Student Government is currently working on an Auditorium beautification project, which will eventually branch out into the rest of the school, and our new PTSA Board is already working on new fundraising ideas to support the families, staff, and students at Jose Marti MAST. All of these efforts sustain a culture that will help us retain our students. Finally, we will continue Phase II of our rebranding, and we will be amping up recruitment efforts and enlisting the help the "MAST" brand to boost enrollment.

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

The stakeholders involved in promoting a positive school culture and environment are the Principal, the Assistant Principal, the Activities Director, Athletic Director, Class Sponsors, Department Chairs, TV Production teacher, Student Services, PTSA, and Student Government. The Principal and Assistant Principal will ensure that fidelity to the school's theme and to an increase in student activities continues to occur. The Activities Director (AD) will ensure that SGA functions as a true voice of the students and that there is a constructive collaboration between SGA and Administration/Leadership Team. The AD will also plan and execute Spirit Weeks revolving around the theme and organize interclass competitions amongst grade levels in conjunction with the Athletics Director who will initiate Intramural Sports and pep rallies. The TV Production teacher will be responsible for infusing the theme into the morning announcements, and Student Services staff (counselors) will interweave the theme into classroom presentations and conversations/conferences with students. Student Services and Class Sponsors will also be responsible for promoting the Sevev Virtues of the Knight and for monitoring how each class reflects its assigned virtue throughout the year. The PTSA President and its members will assist in fundraising efforts to support the various activities planned, and all staff will use the hashtag #UndertheArmour when posting and promoting

activities on social media platforms. The Administrative Team and Department Chairs will promote and encourage all staff to be immersed in the theme and embrace it in classroom and extracurricular activities.