Medical Academy For Science And Technology (MAST) @ Homestead

2022-23 Schoolwide Improvement Plan

Table of Contents

Medical Academy For Science And Technology (M.A.S.T.) @ Homestead

1220 NW 1ST AVE, Homestead, FL 33030

http://mastmedical.dadeschools.net

Demographics

Principal: Jean Baril R   Start Date for this Principal: 1/28/2022

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)	78%
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 (84%) 2018-19: A (90%) 2017-18: A (87%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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http://mastmedical.dadeschools.net

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	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MAST @ Homestead is a high school that pledges to provide higher education in the medical health sciences through a challenging curriculum that offers its students higher critical thinking in the areas of engineering, technology, mathematics, science, field studies, projects, competitions, and scientific research. MAST @ Homestead is committed to challenging students to become leaders in the medical field that are dedicated to public service, socially responsible, and facilitators in providing the health care needs to our ever-changing global community.

Provide the school's vision statement.

MAST @ Homestead pledges to provide a medical health science high school academy recognized by its formation of students seeking careers in health care and science research through a challenging curriculum that exposes them to critical thinking, engineering, technology, mathematics, science, field studies, projects, competitions, and scientific research. MAST @ Homestead is committed to forge individuals to become leaders in the medical field, dedicate to public service, social responsibility, and facilitate the health care needs to our ever-changing global community.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Baril, Rachelle	Principal	Mrs. Baril is the instructional leader and operational manager of the school. Mrs. Baril seeks to engage all stakeholders and foster a positive school climate.
Cadaval, David	Assistant Principal	Dr. Cadaval is the principal's designee. Dr. Cadaval assists the principal in all matters and oversees the implementation of curriculum, addresses personnel issues, manages the daily operations of the school and organized professional development.
Rodriguez, Jose	Teacher, K-12	Mr. Rodriguez is a mathematics teacher at the school and is a member of the SIP team.
Sacasa, Patricia	Teacher, K-12	Dr. Sacasa is a science teacher at the school, teaching both Advanced Placement and Project Lead The Way (PLTW) courses, and is a member of the SIP team.
Velazquez, Anthony	Teacher, K-12	Mr. Velazquez is an English teacher at the school and is a member of the SIP team.

Demographic Information

Principal start date

Friday 1/28/2022, Jean Baril R

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.*

12

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.*

20

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

713

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	163	189	178	183	713
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	32	32	20	97
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	2	1	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	6	2	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	7	17	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	10	3	0	16

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	2	0	0	0	2
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

Wednesday 7/27/2022

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	194	223	194	154	765
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	17	7	17	53
One or more suspensions	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	4	1	3	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	3	2	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	2	2	1	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	8	5	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	0	0	0	13

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	10	2	3	16

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	194	223	194	154	765
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	17	7	17	53
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	4	1	3	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	3	2	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	2	2	1	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	8	5	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	0	0	0	13

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	10	2	3	16

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	92%	54%	51%				93%	59%	56%
ELA Learning Gains	78%						73%	54%	51%
ELA Lowest 25th Percentile	82%						73%	48%	42%
Math Achievement	74%	42%	38%				92%	54%	51%
Math Learning Gains	73%						83%	52%	48%
Math Lowest 25th Percentile	69%						96%	51%	45%
Science Achievement	86%	41%	40%				97%	68%	68%
Social Studies Achievement	91%	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	98%	68%	30%	67%	31%
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	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
ELL	68	76	77								
BLK	87	68						100		100	100
HSP	92	79	82	72	72	62	84	89		100	100
WHT	94	79		87	85		100	95		100	95
FRL	91	78	81	71	73	60	82	89		100	100

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	66	50	55	80	50		94				
ASN	100	92								100	100
BLK	80	58	73	63	27		82	94		100	97
HSP	88	61	68	75	43	60	95	96		100	96
WHT	87	63						100		100	100
FRL	86	61	67	74	46	73	93	94		100	98

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	78	67	57	100	83		100				
ASN	100	75						100			
BLK	96	67		86	89		88	97		100	96
HSP	93	74	73	94	85	100	99	92		100	99
WHT	91	68		90			100	88		100	100
FRL	93	70	72	92	80	96	97	94		100	100

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	84
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	844
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	74
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	91
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	83
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	92
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	83
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 school improved the percentage of students achieving proficiency in both 9th and 10th grade ELA as well as Geometry. There was a decrease in the the percent of students achieving proficiency in both Biology and US History.

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

Biology EOC results demonstrate the greatest need for improvement in proficiency. The past three assessment cycles have yielded a lower score each year. 2018-2019 = 97, 2020-2021 = 94, and 2021-2022 = 86. This downward trend will be an area of concentration for the school.

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

For the last 3 years, we have been focusing on implementing standards-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and subject areas. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, some teachers have been moved into new courses and must learn a new set of standards and may lack familiarity with new standards. We will begin to incorporate new development opportunities per content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district.

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

ELA showed a marked increase from the 2021 to 2022 assessments with a 10 point increase in the percentage of 9th graders demonstrating proficiency and a 4 point increase in the percentage of 10th graders demonstrating proficiency.

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

Teachers in the ELA department and specifically in 9th and 10th grade created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

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

In order to sustain and accelerate learning we will continue to use Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, and Standards-Based Collaborative Planning. In Biology, which is our greatest area of concern, we will pair our teacher with a transfer to our school who has a history of successful instruction in Biology although he will not be teaching Biology this year.

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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction, aligning resources to small group instruction, tackling OPM data, making adjustments to groups as data becomes available, and continuous data chats with individualized feedback and next steps (ongoing).

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

Extended learning opportunities will be provided such as before and after school tutoring and interventions as well as Saturday Academies, and STEM-based clubs.

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 Science	
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 EOC proficiency data, 86% of the 9th grade students are proficient on the Biology EOC, this being the only grade tested using the Biology EOC at our school. This is an 8 point drop from the prior year. In ELA, 90% of the 9th graders scored proficient and 93% of the 10th graders scores proficient, a 10 and 4 point increase from the prior year respectively. The increase in ELA demonstrates the effectiveness of differentiating instruction. Based on the data, differentiation has been proven to be effective in Biology. We will focus on differentiation in Biology to address this critical need.
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, an additional 2% of the 9th grade population will score proficient on the Biology EOC by the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPM.
Person responsible for monitoring outcome:	David Cadaval (dcadaval@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted area of Science and specifically Biology, our school will focus on the evidence-based strategy of Differentiated Instruction which is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based	Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

From 08/31/22 to 10/14/22, we will provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, we will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. As a result, teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

#2. Instructional Practice specifically relating to Social Studies	
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 EOC data, in US History, 91% of the 11th grade students are proficient in the US History EOC. This is a 4 point drop from the prior year. In ELA, 90% of the 9th graders scored proficient and 93% of the 10th graders scores proficient, a 10 and 4 point increase from the prior year respectively. The increase in ELA demonstrates the effectiveness of Collaborative Data Chats. Based on the data, Collaborative Data Chats will be effective in US History. We will focus on Collaborative Data Chats in US History to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Collaborative Data Chats, an additional 2% of the 11th grade population will score proficient on the US History EOC by the 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that Collaborative Data Chats findings are used to inform instruction. Administrators will review lesson plans for indication that Collaborative Data Chats are taking place with the L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create a tracker to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPM.
Person responsible for monitoring outcome:	David Cadaval (dcadaval@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the targeted area of Social Studies and specifically US History, our school will focus on the evidence-based strategy of Collaborative Data Chats where teachers and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

Collaborative Data Chats will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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.

From 08/31/22 to 10/14/22, we will provide Professional Development for teachers on Collaborative Data Chats that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, teachers will develop lesson plans that are inclusive of Collaborative Data Chats findings. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, we will facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

From 08/31/22 to 10/14/22, teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. As a result teachers will use data trackers to monitor student progress and adjust as necessary.

Person Responsible   David Cadaval (dcadaval@dadeschools.net)

#3. Positive Culture and Environment specifically relating to staff morale.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey feedback from staff, 25% of teachers Strongly Agreed that staff morale is high at our school, in comparison to 46% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 21 percentage points. This data indicates that there is a critical need to increase staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Empower Teachers and Staff, our staff morale will increase 10 percentage points in the 2022-2023 Climate survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. Every staff meeting will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.
Person responsible for monitoring outcome:	Rachelle Baril (pr7171@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision making process. Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	We want to empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

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.

From 08/31/22 to 10/14/22, each faculty meeting will begin by focusing on the positive contribution or achievement (personal or professional) of a staff member. As a result, teachers will feel their efforts and those of their peers are recognized.

Person Responsible   Rachelle Baril (pr7171@dadeschools.net)

From 08/31/22 to 10/14/22, a new social committee will organize off campus events to provide staff with the opportunity to socialize outside of the building with the goal of creating new connections among the employees. As a result, camaraderie among staff will increase as will professional networking.

Person Responsible   Rachelle Baril (pr7171@dadeschools.net)

From 08/31/22 to 10/14/22, during Curriculum Council meetings, school leaders will be asked what concerns or ideas their team members have for the administration in order to address them quickly. As a result, administration will hear the concerns of staff who are reluctant or do not make time to communicate with them directly.

Person Responsible   Rachelle Baril (pr7171@dadeschools.net)

From 08/31/22 to 10/14/22, teachers will be asked through electronic surveys and at faculty meetings which topics they feel most comfortable with to lead professional development sessions for their peers. As a result, faculty will hear directly from their peers on effective ways to deliver instruction.

Person Responsible   Rachelle Baril (pr7171@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We decided to focus on Shared Leadership to address the critical needs within our school. The data from 2022 reveals 71% of the staff believes the principal represents the school in a positive manner, compared to 100% in 2021. We are cautious about how this data is interpreted due to the fact that there was a change in principal in February, during the window that this data was being collected. This creates questions which include, "Does the data reflect anxiety about the transition?" Notwithstanding, the leadership team understands the need to increase the 71% to a point more in alignment with past performance. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Leadership Development, an additional 10% of the staff will agree with the statement that the principal represents the school in a positive manner by the mid-year point of the school year.
Person responsible for monitoring outcome:	Rachelle Baril (pr7171@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

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.	We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 71% of the staff believes the principal represents the school in a positive manner. To increase this percentage, we selected shared leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

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.

From 08/31/22 to 10/14/22, the principal will meet with teachers to examine data to find answers and to pose new questions. As a result, together they reflect, discuss, analyze, plan, and act.

Person Responsible	Rachelle Baril (pr7171@dadeschools.net)

Since the goal is to create schoolwide decisions which are informed by the diverse experiences of both administrators and teachers, from 08/31/22 to 10/14/22, the principal will collaborate with teachers to earn teacher buy-in for new procedures. As a result, this will give the principal the opportunity to learn from teachers' classroom perspectives.

Person Responsible	Rachelle Baril (pr7171@dadeschools.net)

From 08/31/22 to 10/14/22, the principal will act as an instructional leader by regularly engaging with teachers in the classroom and during team meetings on a weekly basis. As a result, staff will truly see the principal as the instructional leader of the school.

Person Responsible	Rachelle Baril (pr7171@dadeschools.net)

From 08/31/22 to 10/14/22, the principal will support effective leadership by providing high-quality professional development at every faculty meeting. This will be informed through a needs assessment early in the year and examined in an ongoing basis. As a result, staff will see a direct connection between their needs and what the principal is training them on.

Person Responsible	Rachelle Baril (pr7171@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.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs and our Senior/Freshmen Program. Staff are provided opportunities to take part in Team-Building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school. We also ensure information is provided to all stakeholder through our weekly MAST Monday Minute and our web page for staff and channels set up by department to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.