

Miami-Dade County Public Schools

MEDICAL ACADEMY FOR SCIENCE/ TECH @ HOMESTEAD



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jean Rachelle Baril

Position Title

Principal

Job Duties and Responsibilities

Instructional leader, oversees all facets of academics, budget and school operations.

Leadership Team Member #2

Employee's Name

Dr. David Cadaval

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in the implementation of academic programs, overseeing the budget, and instructional delivery.

Leadership Team Member #3

Employee's Name

Marisa Machado

Position Title

Social Studies Teacher and Dual Enrollment Coordinator

Job Duties and Responsibilities

Assists the principal in the development of the School Improvement Plan and oversees advanced academic opportunities for the students.

Leadership Team Member #4

Employee's Name

Wendy Molina

Position Title

Student Activities Director

Job Duties and Responsibilities

In addition to being the Student Activities Director, Mrs. Molina assists with recruitment and retention of students and the EESAC.

Leadership Team Member #5

Employee's Name

Jennifer Romero

Position Title

CAP Advisor

Job Duties and Responsibilities

In addition to being the CAP Advisor, Ms. Romero assists with recruitment and retention of students and the EESAC.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP development begins with the Synergy team comprised of Jean Rachelle Baril, principal, Dr. David Cadaval, Assistant Principal and Ms. Marisa Machado, AP teacher and dual enrollment coordinator. The information is shared with all staff members at the opening of schools and during the leadership meeting and curriculum council meeting additional review and input are discussed. The SIP is also presented to the EESAC members (community and business) and the parents for their contribution and review.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP is reviewed by all stakeholders throughout the year. The monthly department meeting is designed to continuously seek feedback and input about the steps implemented to address the identified focused areas. A schedule of data chats (teacher/student; administrator/teacher and administrator students) is in place during the first semester and after the Mid-Year assessments to review the students' performance and develop an intervention plan. The assessments results are shared with all stakeholders at EESAC meeting and additional input is received for the implementation of support programs and additional resources to be used. Based on performance data the effectiveness of SIP interventions are reviewed and modified to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	93.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	77.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	87	60	55	88	55	50	92	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	71	58	57				78		
ELA Learning Gains Lowest 25%	77	55	55				82		
Math Achievement *	84	51	45	83	43	38	74	42	38
Math Learning Gains	77	50	47				73		
Math Learning Gains Lowest 25%	73	56	49				69		
Science Achievement *	98	68	68	93	62	64	86	41	40
Social Studies Achievement *	88	73	71	94	69	66	91	56	48
Graduation Rate	100	92	90	100	89	89	100	56	61
Middle School Acceleration								56	44
College and Career Readiness	96	74	67	97	70	65	99	67	67
ELP Progress		57	49	70	49	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	85%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	851
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
85%	93%	84%	78%		90%	87%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	70%	No		
English Language Learners	83%	No		
Black/African American Students	86%	No		
Hispanic Students	86%	No		
White Students	91%	No		
Economically Disadvantaged Students	83%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	70%	No		
Asian Students	90%	No		
Black/African American Students	94%	No		
Hispanic Students	91%	No		
White Students	99%	No		
Economically Disadvantaged Students	89%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners	74%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	91%	No		
Hispanic Students	83%	No		
Multiracial Students				
Pacific Islander Students				
White Students	92%	No		
Economically Disadvantaged Students	83%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELF PROGR
All Students	87%		71%	77%	84%	77%	73%	98%	88%		100%	96%	
Students With Disabilities	67%		73%										
English Language Learners	78%		83%	70%	75%	67%		90%			100%	100%	
Black/African American Students	88%		70%		67%			100%			100%	93%	
Hispanic Students	87%		71%	77%	86%	78%	78%	97%	86%		100%	95%	
White Students	86%		71%					100%			100%	100%	
Economically Disadvantaged Students	84%		72%	66%	79%	73%	75%	98%	87%		100%	94%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	88%				83%			93%	94%		100%	97%	70%
Students With Disabilities	64%												
English Language Learners	52%				77%			82%					
Asian Students	90%												
Black/African American Students	88%				100%			100%	89%		100%	88%	
Hispanic Students	86%				77%			90%	94%		100%	98%	
White Students	97%								100%		100%	100%	
Economically Disadvantaged Students	83%				74%			89%	92%		100%	96%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	EL PROG
All Students	92%		78%	82%	74%	73%	69%	86%	91%		100%	99%	
Students With Disabilities													
English Language Learners	68%		76%	77%									
Native American Students													
Asian Students													
Black/African American Students	87%		68%						100%		100%	100%	
Hispanic Students	92%		79%	82%	72%	72%	62%	84%	89%		100%	100%	
Multiracial Students													
Pacific Islander Students													
White Students	94%		79%		87%	85%		100%	95%		100%	95%	
Economically Disadvantaged Students	91%		78%	81%	71%	73%	60%	82%	89%		100%	100%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	87%	56%	31%	53%	34%
Ela	9	86%	54%	32%	53%	33%
Biology		98%	70%	28%	67%	31%
Geometry		84%	56%	28%	52%	32%
History		87%	70%	17%	67%	20%
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	17%	-5%	16%	-4%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Biology showed the greatest improvement with a percent of proficiency of 98. This was achieved through data-driven instruction which included data chats with administration, students and the teacher.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

United States History was the lowest performing subject area at 85% proficiency. While above the district and state averages for performance, 85% is a drop from the 94% we achieved during the 2022-2023 school year. A lack of differentiated instruction and data analysis at the classroom level contributed to this decrease in performance and will be addressed this year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

United States History had the greatest decline dropping from 94% proficiency in the 2022-2023 school year to 85% proficiency in the 2023-2024 school year. A lack of differentiated instruction and data analysis at the classroom level contributed to this decrease in performance and will be addressed this year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Biology proficiency at 98% is 30 percentage points higher than both the state and district average and we attribute this to excellent differentiated instruction on the teacher's part and a thorough analysis of data that was communicated to students and administration.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance is an area of concern for us. Our goal is to increase our annual percentage rate

of attendance from 92% this year to 93%, understanding that in order for students to learn and perform they must be present.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

United States History Proficiency

English Language Arts Writing Proficiency

Learning Gains in Mathematics, specifically Geometry

Parental Involvement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will focus on increasing EOC data of 11th grade U.S. History by 7% points or above 92% proficiency for the 2024-2025 school year. The 2024 U.S. History EOC results demonstrated a decrease in scores of 9 percentage points from 94% to 85% in proficiency, the school goal is to reach 92% proficiency. The anticipated results will also increase the percentage of students who are meeting the graduation requirements by their junior year and developing college readiness skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal is to increase the proficiency level in United States History by 7 percentage point from 85% to 92%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored weekly by the teachers through classroom assessments and periodically through district topic assessments and MYA data. Data driven and differentiated instruction will be at the core of the learning and teaching. The U.S. History teachers will identify specific standards of critical focus to develop a review camp during the month of May to intervene and review before the EOC exam. The administrative team will conduct quarterly data chats with the teachers and identified students in order to provide feedback and support in meeting the set goal. Supplemental activities such as Intervention and tutoring will be implemented for the students in need of remediation.

Person responsible for monitoring outcome

Jean R. Baril

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

At the beginning of the school year administration and U.S. History teachers will review ELA data to assess student needs for intervention and differentiate instruction to support U.S. History Content. Create a cross-curricular data-based plan with both ELA and U.S. History teachers to support text-based analysis skills to bolster EOC proficiency. Along with continued assessment monitoring throughout the school year, struggling students will be identified for quarterly data chats with administration. Furthermore, U.S. History teachers will collaborate to identify struggling benchmarks in order to develop a one day review camp with targeted below-proficiency students in order to provide intervention in preparation for the EOC.

Rationale:

These practices will assist in providing timely feedback to the teachers, who in turn will have a better understanding of student performance throughout the year. Text-based analytic support with ELA will support literacy skills necessary for deeper processing of question stems. By identifying specific standards of critical focus, teachers can provide targeted intervention and review to increase student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Quarterly data chats to discuss progress monitoring.

Person Monitoring:

Jean R. Baril

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

U.S. History teachers will meet with the administration at beginning of the school year to discuss topic assessment goals. Teachers and admins will meet quarterly to monitor and support data progression. Administration will meet with consistent below-proficient students to discuss an action plan to increase growth.

Action Step #2

ELA and U.S. History Collaboration

Person Monitoring:

Jean R. Baril

By When/Frequency:

First week of school and asses after U.S. History classrooms assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During initial planning days before opening of schools U.S. History and ELA will identify common primary source readings and text-based analysis strategies that will support proficiency across both curriculums.

Action Step #3

Instructional focus standards identification

Person Monitoring:

Jean R. Baril

By When/Frequency:

After the U.S. History classrooms assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During monthly departmental meetings U.S. History teachers will discuss 4 standards in need of intervention and review. U.S. history teachers will plan a one-day review camp with targeted students.

Action Step #4

After mid-year assessments, identify benchmarks where students are struggling. Develop targeted review materials and activities. Plan and schedule a one-week review camp for below-proficiency students. Schedule sub coverage for US History teacher.

Person Monitoring:

Jean R Baril

By When/Frequency:

January 16 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

data chats will be conducted with the teacher and the identified students. A review of specific resources will take place that will be used for the review camp in order to address the deficiencies by standards.

Action Step #5

Implement Review Camp. Conduct review camp based on identified benchmarks by providing intensive, targeted instruction and practice in the lowest performing benchmarks. Monitor student engagement and understanding during the camp.

Person Monitoring:

Jean R Baril

By When/Frequency:

January 8 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A focus calendar will be implemented by the teacher to conduct a targeted review camp for the students. The students will be assessed on these identified standards in order to monitor their progress from the mid year assessments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

Geometry is a critical component of the mathematics curriculum and plays a vital role in developing students' problem-solving and analytical skills. Improved geometry skills enable students to better understand and engage with mathematical concepts, which are essential for academic success in STEM (Science, Technology, Engineering, and Mathematics) disciplines. By focusing on geometry, we aim to equip students with the skills necessary to excel in mathematics and pursue careers in STEM fields. The need to focus on Geometry, specifically learning gains, was identified through a comprehensive review of the prior year's data, which highlighted this key area of concern: An analysis of standardized test scores revealed that an insignificant percentage of students were making learning gains in Geometry from one year to the next, despite our high percentage of performance as reflected in the proficiency score.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our learning gains in Geometry for the 2023-2024 EOC were 77% which is well over the state and district average but as a school we feel more of our students should demonstrate growth from one year to the next. Our goal for the 2024-2025 EOC is 78% learning gains in Geometry.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through the use of topic tests scheduled with the pacing guides in Geometry we will be able to monitor student growth and address any deficits in time for the EOC in the Spring.

Person responsible for monitoring outcome

Jean R. Baril

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

This year we will be incorporating peer-assisted learning activities which research shows can be beneficial. These activities involve students working together in pairs or small groups to solve problems, which can enhance understanding through collaborative learning.

Rationale:

These activities involve students working together in pairs or small groups to solve problems, which can enhance understanding through collaborative learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Pairing and Grouping Students using student performance data.

Person Monitoring:

Jean R. Baril

By When/Frequency:

Classroom assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The first step is to identify students' strengths and weaknesses in geometry through assessments or observations and then with these data pair students with complementary skills or group them in small teams, ensuring a mix of abilities. This allows stronger students to help those who may need more support, fostering a collaborative learning environment.

Action Step #2

Structured Peer Tutoring Sessions

Person Monitoring:

Jean R. Baril

By When/Frequency:

Classroom assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The first step is to develop a schedule for regular peer tutoring sessions, such as once or twice a week. Once the schedule is set, we provide clear guidelines and structured activities for these sessions. The teacher will assign specific problems for pairs to solve together, or have students explain concepts to each other. We will monitor the sessions to ensure productive interactions and provide feedback as needed.

Action Step #3

❖ After mid-year assessments, identify benchmarks where students are struggling. Develop targeted review materials and activities. Plan and schedule a one-week review camp for below-proficiency students. Schedule sub coverage for Geometry teacher and the Magnet Lead teacher who has a strong record of performance in Geometry.

Person Monitoring:

Jean R Baril

By When/Frequency:

December 16 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data chats will be conducted with the teachers and the identified students. A focus calendar will be created with selected resources in order to reinforce the standards that were not mastered. Weekly walkthrough will continue in order to monitor the instructional strategies in place for remediation.

Action Step #4

❖ Implement Review Camp. Conduct review camp based on identified benchmarks by providing intensive, targeted instruction and practice in the lowest performing benchmarks. Monitor student

engagement and understanding during the camp.

Person Monitoring:

Jen R Baril

By When/Frequency:

January 14 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The review camp will take place weekly and will focus on identified standards. Scheduled topic assessments will be administered in order to monitor the students' progress towards mastery of the standards.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The ability to write effectively is a critical skill for students, impacting their academic success across all subjects and their future career opportunities. Our writing score on the 2023-2024 ELA exam was 8/12, which is still higher than the district and state average which are both 7/12, but we know our students can do even better. Writing is a fundamental aspect of literacy. Strengthening students' writing abilities will also enhance their reading comprehension, critical thinking, and communication skills. Effective writing is essential for success in higher education and the workforce. By improving writing instruction and assessment, we can better prepare our students for college-level writing and professional communication.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

While our writing score on the 2023-2024 ELA exam was 8/12, which is still higher than the district and state average which are both 7/12, we understand our students can do even better. Our goal for the writing component of the 2024-2025 ELA exam is 9/12.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will conduct regular classroom observations to ensure that writing instruction strategies are being effectively implemented. Professional learning opportunities will also be given to teachers with ongoing training and support to enhance their instructional techniques and ability to assess writing.

Person responsible for monitoring outcome

Jean R. Baril

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit Instruction in Writing Strategies - Teaching specific writing strategies, such as how to address a prompt, can help students improve their writing. This includes modeling the strategies, providing guided practice, and offering feedback.

Rationale:

Studies found using Explicit Instruction in Writing Strategies had positive effects on at least one writing outcome: positive outcomes were found in the overall writing quality, genre elements, organization, word choice, and writing output. During the drafting stage, strategies help students create strong sentences and well-structured paragraphs. Strategies provide students with tools to evaluate, revise, and edit their plans and their writing.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning focused on writing.

Person Monitoring:

Jean R. Baril

By When/Frequency:

Classroom assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After the attending PL and examining their own students' writing data, teachers will be asked to share the strategies learned with the entire faculty for the benefit of writing across the curriculum. The teachers will be afforded with professional learning opportunities on effective writing instruction techniques. We will also have teachers collaborate and share best practices for cross-curricular use with the rest of the faculty.

Action Step #2

Teachers will integrate technology such as online writing platforms to support writing instruction and provide additional practice opportunities and feedback.

Person Monitoring:**By When/Frequency:**

Jean R. Baril

Classroom assessments by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers already successfully incorporate technology into their classrooms but with their input we can invest in a specific software that provides opportunities for structured writing and feedback. Data generated from these programs will differentiate instruction and target specific areas for improvement among individual writers.

Action Step #3

❖ After PM2 assessments, the teachers will identify specific areas where students are struggling in writing. Develop targeted review materials and activities. Plan and schedule a one-day writing symposium for students needing additional support in writing. Schedule sub coverage for the AP English Language teacher to conduct writing symposium.

Person Monitoring:

Jean R Baril

By When/Frequency:

December 16 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data review will compare PM1 to PM 2 in order to monitor the progress of the students in grade 9 and 10. Additionally, specific writing workshop will be scheduled to go over the rubric and the writing skills set needed .

Action Step #4

❖ Implement writing symposium. Conduct writing symposium based on identified areas by providing intensive, targeted instruction and writing practice in the lowest performing areas. Monitor student engagement and understanding during the symposium.

Person Monitoring:

Jean R Baril

By When/Frequency:

january 9 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A focus calendar will delineates the days identified or the Writing symposium. Writing activities will be specific to the identified lowest performing areas. Continuous monitoring of students' writing will be conducted by the teachers to determine the level of progress towards mastery.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Parental involvement is a critical component of student success. Research consistently shows that students whose parents are actively engaged in their education tend to achieve higher academic

performance, exhibit better behavior, and have a more positive attitude towards school. To foster a supportive and collaborative school community, we aim to increase parental involvement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal this year will be to increase parental participation in the Educational Excellence School Advisory Committee (EESAC) meetings as well as to increase membership in our Parent Teacher Organization (PTO) by 2% compared to last year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Sign in logs will be used to quantify parental involvement in both the EESAC and PTO.

Person responsible for monitoring outcome

Jean R. Baril

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will provide consistent and clear communication about school activities, student progress, and ways parents can support learning at home. This will be done through emails and social media.

Rationale:

Open lines of communication build trust and respect between parents and teachers, creating a more collaborative and positive school environment. Strong home-school communication fosters a sense of community and partnership, benefiting the overall school culture.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Seek parent feedback.

Person Monitoring:

Jean R. Baril

By When/Frequency:

November 7 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Regularly seek feedback from parents through surveys and feedback forms to understand their needs and concerns through clickable links emailed to parents. We will also have quarterly meetings between parents and administrators.

Action Step #2

Coffee with Dads

Person Monitoring:

Jean R. Baril

By When/Frequency:

Once in the first quarter by September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During a morning session to include coffee and donuts with the leadership team and specifically the principal and male assistant principal who is a father of a graduate from the school, the team will speak with fathers about the importance of their role in their student's high school years and elicit feedback from the fathers on ways to improve the experience for them and their children.

Action Step #3

Staff the open Community Involvement Specialist part time position recently funded by Title I.

Person Monitoring:

Jean R. Baril

By When/Frequency:

No later than September 27, 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With the assistance of a part time CIS the parents will have another liaison within the school to serve as a contact for inquires regarding teacher communication and school requirements. The CIS will also assist parents with taking advantage of resources available to them outside of the school.

Action Step #4

Celebrate our school 15 year journey with the parents and community

Person Monitoring:

Jean R Baril

By When/Frequency:

December 11, 2024- January 8 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create a calendar of activity that will include the parents and the community. November 12th the parents who work in the health/ medical fields are invited to be a guest speaker to our MAST MEDICAL WEEK event which will strengthen our school / home relationship and increase our partnership in the community as well.

Action Step #5

Parent meeting on November 7 to greet the new students' parents

Person Monitoring:

Jean Rachelle Baril

By When/Frequency:

November 7th 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In order to strengthen the communication and the positive partnership with the upcoming parents, we will host a welcoming parent night hosted by our current PTO and they will share their experience and ways to build strong school bondwith our faculty and staff

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

A review of the SIP is included in every EESAC meeting as reflected in the agenda and the minutes. Input is sought at this meeting from all stakeholders to include parents, community partners, and students. The SIP is on our website at <https://www.mastmedical.org/>.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

With the assistance of the CIS, regularly scheduled meetings with the leadership team and the parents, and the EESAC meetings, parents and all stakeholders will be kept informed of the activities at the school and made active participants their child's progress.

Once complete, the PFEP will be available on our website at <https://www.mastmedical.org/>.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

The school will focus on increasing EOC data of 11th grade U.S. History by 7% points or above 92% proficiency for the 2024-2025 school year. The 2024 U.S. History EOC results demonstrated a

decrease in scores of 9 percentage points from 94% to 85% in proficiency, the school goal is to reach 92% proficiency. The anticipated results will also increase the percentage of students who are meeting the graduation requirements by their junior year and developing college readiness skills.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Not developed in coordination with any other Federal or State plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Our school counselor provides training to staff to recognize and respond to the effects of trauma on students, ensuring a supportive and safe learning environment. We offer a senior / freshman buddy system by which older students as peers mentor younger students, providing academic support and fostering positive relationships. Lastly, we provide individual and group counseling, helping students with academic, career, and social/emotional development.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

We collaborate with colleges and universities to help streamline the transition from high school to postsecondary education with a focus on Florida universities that accept Bright Futures Scholarships and other high performing universities across the country. Some of our students earn both a high school diploma and an associate degree or up to two years of college credit simultaneously.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Through assemblies that explain our progressive discipline plan to students we keep student infractions to a minimum. Parent communication which focuses on positive behaviors also significantly reduces the number of violations to the Student Code of Conduct.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Especially with our Advanced Placement teachers, experienced teachers mentor new teachers, providing guidance, support, and feedback to help them develop their skills and confidence. The Professional Learning Support Team seeks workshops, seminars, and courses focused on instructional strategies, classroom management, and subject-specific content for the faculty and staff. These sessions include training on the latest educational technologies and methodologies.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Not applicable to our school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00