Jose Marti Mast 6 12 Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Jose Marti Mast 6 12 Academy

5701 W 24TH AVE, Hialeah, FL 33016

http://martimast.dadeschools.net

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Enriquez, Jose	Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Robles, Maite	Assistant Principal	Monitor implementation of School Improvement Areas of Focus, Instructional Practices, and Action Steps; encourage and promote a positive school culture of collegiality, rigor, and hands on learning as it pertains to the SIP; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure effective, two-way communication with stakeholders
Estrada, Christine	Other	Assist in the implementation of social emotional learning initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; ensure delivery of programs as it pertains to student welfare, mental health; ensure schedules and curriculum are in line with Pupil Progression Plan and the individual needs of students; oversee recruitment and retention efforts; coordinate, plan for branding opportunities
Cruz, Albina	Instructional Media	Assist in the implementation of curricular initiatives pertaining to the Areas of Instructional Focus, Instructional Practice, and Action Steps; ensure effective use and implementation of technology; monitor progress and performance of FLVS students/labs
Horgan, Marlena	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome
Kearns, Andrew	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome
Llanes, Christy	Teacher, K-12	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome
Luis, Gladys	ELL Compliance Specialist	Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's

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

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. (ESSA 1114(b)(2))

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

The School Leadership Team, EESAC, and the PTSA are an integral part of the SIP construction and review. At all phases, the above parties are involved in reviewing the SIP to make suggestions, additions, and modifications to it. The SIP is also reviewed at every phase with the faculty and regularly referred to at faculty meetings and PLC meetings to ensure buy in and fidelity to the SIP.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored across stakeholders through various ways:

1. At monthly EESAC meetings
2. Through Administrative walkthroughs and Impact Review processes
3. At monthly Faculty Meetings
4. At Principal's Cabinet meetings (at end of each phase)
5. At PLC meetings whereby departments analyze student work and discuss lesson plans and instructional practices aligned to the SIP.

At each opportunity, stakeholders will be able to reflect and provide feedback on current action steps as well as suggested next steps.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%

2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	4	4	8	16
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	3	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	10	6	17
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	19	17	39

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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	3	2	5

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	3	1	11	35
One or more suspensions	0	0	0	0	0	0	0	0	4	12
Course failure in ELA	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	4	6	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	2	1	9
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	1	2	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	10	15	35

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	1	1	4	9

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	3	1	11	15
One or more suspensions	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	4	6	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	2	1	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	1	2	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	3	10	15	28

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	90			87			90		
ELA Learning Gains	75			66			71		
ELA Lowest 25th Percentile	76			66			74		
Math Achievement*	93			81			93		
Math Learning Gains	83			38			70		
Math Lowest 25th Percentile	85			41			80		
Science Achievement*	89			88			83		
Social Studies Achievement*	96			91			99		
Middle School Acceleration	98			93			95		
Graduation Rate	100			100			100		
College and Career Acceleration	91			92			83		
ELP Progress							91		

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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	89
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	976
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

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%
SWD	72			
ELL	81			
AMI				
ASN	79			
BLK	85			
HSP	89			
MUL				
PAC				
WHT	91			
FRL	88			

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)

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	ELP Progress
All Students	90	75	76	93	83	85	89	96	98	100	91	

2021-22 ACCOUNTABILITY 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	ELP Progress
SWD	58	56	45	87	93			91				
ELL	78	75	79	86	82	91	50	97	93			
AMI												
ASN	67	50		100	100							
BLK	77	87	83	88	79	83		100				
HSP	91	75	76	93	83	85	89	96	97	100	93	
MUL												
PAC												
WHT	95	79		100	83			100				
FRL	90	74	78	92	81	85	87	97	97	100	91	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	87	66	66	81	38	41	88	91	93	100	92	
SWD	54	54	43	67	28			91				
ELL	79	65	68	71	36	37	67	80	80			
AMI												
ASN	82	73										
BLK	73	40	45	76	34			88				
HSP	88	67	67	81	38	40	88	92	93	100	94	
MUL												
PAC												
WHT	93	62		93	38			75				
FRL	86	64	64	78	35	37	87	90	92	100	92	

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	90	71	74	93	70	80	83	99	95	100	83	91
SWD	78	78	77	95	78		73					
ELL	77	64	61	93	66	91	66	96	94			91
AMI												

2018-19 ACCOUNTABILITY 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	ELP Progress
ASN	93	92										
BLK	83	66	63	89	71	60	70	100	92			
HSP	90	71	75	93	69	82	84	99	95	100	87	91
MUL												
PAC												
WHT	93	82		100	79		85	100	100			
FRL	89	71	75	92	67	77	81	98	93	100	85	90

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

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

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

The data component showing the lowest performance is the 2022-2023 6th grade FAST PM3 data in Reading. Contributing factors to the performance might include the switch from traditional elementary to a rigorous, wall to wall magnet middle school curriculum. Other factors might include the new assessment and lack of familiarity with the standards and the assessment tool. Traditionally, middle school English is the lowest performing group at the school as well.

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

The data component showing the greatest decline from the prior year were 6th and 7th grade FAST PM3 in Reading as compared to last year's FSA ELA scores. In 21-22, 6th grade Reading scores were at 87% proficient versus 83% for 22-23 school year (4% decrease). In 21-22, 7th grade reading scores were at 91% proficient versus 86% for the 22-23 school year (5% decrease). The factors that contribute to this decline include the fact that both the standards and the assessments are new to students and teachers. The level of maturity of the students might also contribute, since they are coming from traditional elementary schools and entering a more rigorous magnet environment.

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.

Because JM MAST performed higher than the state on all assessments, it is worth looking at the assessment that least distinguished itself from the state average, which is 6th grade FAST PM3 Reading. JM MAST 6th graders scored at 83% proficient versus the state's 47%, a difference of 36%.

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

The data component that showed the most improvement was the 2022-2023 Biology EOC. Administration and teachers worked together to increase explicit instruction and opportunities for remediation and enrichment when present. As a result, the school achieved 97% proficiency as compared to 84% during the 2021-2022 school year.

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

Reflecting on EWI data from 22-23, the area of biggest concern is Attendance. 35 students were under 90% attendance last year.

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

1. Strengthening instruction and increasing proficiency in the 6th and 7th grade ELA classrooms and on the FAST Reading PM assessments.

2. Improving attendance through early interventions, referrals, incentives, and increased parent contact/ and involvement.

3. Increasing student retention through improving morale for all stakeholders.

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 proficiency data, the data components showing the greatest decline from the prior year were 6th and 7th grade FAST PM3 in Reading as compared to last year's FSA ELA scores. In 21-22, 6th grade Reading scores were at 87% proficient versus 83% for 22-23 school year (4% decrease). In 21-22, 7th grade reading scores were at 91% proficient versus 86% for the 22-23 school year (5% decrease). Based on this data, we will focus on ELA instructional practice in 6th and 7th grade.

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

If the school implements reflective instructional coaching with 6th and 7th grade ELA teachers, proficiency rates on the FAST PM3 Reading will surpass the 90% proficiency mark.

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

Administration, in conjunction with the Department Chair, will conduct data chats after every FAST progress monitoring test and I-Ready diagnostic window with middle school ELA teachers. Bi-weekly walkthroughs will be conducted in ELA by Administration with an emphasis on instructional delivery/ engagement, alignment to standards, and instructional planning.

Person responsible for monitoring outcome:

Jose Enriquez (jenriquez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of ELA, our school will focus on Instructional Support/Coaching. Administration and teacher leaders will focus on identifying goals that increase the achievement and engagement of every student by bringing out the best performance of every teacher. The focus will be on both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The effective implementation of Instructional Support/Coaching will lead to more focused, purposeful collaboration between teacher leaders and teachers as well as more reflective practices on behalf of teachers that lead to positive outcomes like growth and proficiency. Teachers will have more aligned lesson plans, more engaging lessons, and more constructive conversations with students about their own performance on state and classroom assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will review 2022-2023 FAST PM1-PM3 data of their current students to create personalized data chat sheets for each individual student. Doing so will provide both teacher and student with a starting to point to goal setting and instructional planning.

Person Responsible: Martinnette Thompson (mthompson05@dadeschools.net)

By When: 9/29/2023

ELA teachers will meet to discuss trends in data from 2023 FAST Reading data. Based on these trends, teachers will identify high yield strategies that will specifically target deficiencies and areas of growth as well as enrich areas of strength. Doing so will provide teachers with tools and practices better suited to the individual needs of students.

Person Responsible: Martinnette Thompson (mthompson05@dadeschools.net)

By When: 9/12/2023

Administration will monitor lesson plans, student work, and instructional delivery to ensure alignment and fidelity to the needs extrapolated from the data via walkthroughs and student portfolio reviews. Administration will provide feedback on the classroom feedback form and conduct conversations as needed to implement instructional coaching support. Doing so will provide teachers the opportunity to reflect on their own practices.

Person Responsible: Maite Robles (249477@dadeschools.net)

By When: 9/29/2023

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 EOC Biology data, 96% of students were proficient on the assessment, as compared to 89% in 2022-2023 and 71% in 2021-2022. The trend clearly shows an improvement and progress the school wishes to sustain. Based on this data and the trend, we will focus on student engagement to sustain the progress and proficiency rates currently achieved.

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

If teachers employ strategies that increase student engagement, students will have more ownership of the material and will continue to perform on the Biology EOC. Proficiency will increase to 100%.

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

The Science Department Chair/Coach will discuss student engagement strategies at monthly PLC's and encourage teachers to share best practices. Via walkthroughs and a review of student grades, Administration will look for evidence of implementation of said strategies.

Person responsible for monitoring outcome:

Christy Llanes (cllanes13@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of student engagement, our school will focus on the strategy of building self-efficacy. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. In a challenging high school course such as Biology, our 8th grade students need to have the confidence and the tools to be independent learners and to be able to engage themselves with the content.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of strategies supporting self-efficacy will be evidenced by higher quarterly grades in Biology as well as even higher proficiency rates on the Midyear Assessment and on the Biology EOC. Students will be able to work through challenging material and have the motivation to face the rigor of the course and master the standards and materials of the course.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Biology teachers will meet to review plans, resources, and strategies used on the 2022-2023 and come up with strategies to increase student engagement and self-efficacy in Biology.

Person Responsible: Christy Llanes (cllanes13@dadeschools.net)

By When: 9/12/2023

Based on the initial meeting (action step above), Biology teachers will model strategies and practices selected to increase student engagement and self-efficacy and implement empirical and objective methods to gauge student engagement and self-efficacy.

Person Responsible: Christy Llanes (cllanes13@dadeschools.net)

By When: 9/29/2023

Administration will review lesson plans, student portfolios, and feedback on classroom walkthrough forms to ensure fidelity to and measure effectiveness of selected strategies.

Person Responsible: Maite Robles (249477@dadeschools.net)

By When: 9/29/2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Staff School Climate Survey, 68% of staff agree that there are adequate disciplinary measures in place for disruptive behavior. In 2021-2022, 30% more staff responded favorably on this same question. Based on the data, we will focus on the area of discipline.

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

If the school's leadership implements effective measures addressing discipline, 75% or more of the staff will respond favorably on the same question (strongly agree-agree) on the 2023-2024 Staff School Climate Survey by May 2024.

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

The Administration and Principal's Cabinet will meet monthly to discuss disciplinary concerns and to review data downloaded from such sources as the Classroom Infraction Report, tardy lists, TSSF (attendance), and uniform/ID violation forms. Based on the data and discussions, policies and procedures may be adjusted or changed accordingly. In addition, Tier 2 and Tier 3 strategies will be implemented for students whose behavior patterns warrant such interventions.

Person responsible for monitoring outcome:

Jose Enriquez (jenriquez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of discipline, our school will focus on Shared Leadership. Shared Leadership creates and enables leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members, soliciting advice, feedback, or participation from others in the school or community. A strong Parent Teacher Student Association (PTSA) and an engaged Educational Excellence School Advisory Council (EESAC) will also be instrumental in providing feedback and enacting the necessary changes to disciplinary measures. Student Government will also be a representative body included in decision making pertaining to disciplinary measures.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of Shared Leadership will ensure that all viewpoints across stakeholders are represented in key decision making for the school. When stakeholders feel they have ownership of the process, they are more willing participants in upholding policies and more committed to the improvement of behavior and discipline. Shared Leadership also removes the onus off of a handful of personnel and makes positive culture and environment a priority for all.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will create a form to share with teachers and report and track disruptive classroom behaviors. The form will be reviewed with faculty and staff for final approval and will be finalized and implemented thereafter. This form will allow key personnel to track student and behavioral trends and identify students for the Stop List and interventions such as team conferences, behavior plans, and others as needed.

Person Responsible: Maite Robles (249477@dadeschools.net)

By When: 9/1/2023

Principal's Cabinet will meet to brainstorm for and create a Discipline Plan based on the behaviors measured by the school form as well as the Code of Student Conduct. The plan will create a uniform method of addressing certain behaviors and minimize inconsistencies in how students are disciplined.

Person Responsible: Jose Enriquez (jenriquez@dadeschools.net)

By When: 9/15/2023

Student Services and Administration will meet to analyze data from the classroom infraction form as well as TSSF data. This will allow the identification of students who need interventions in the way of attendance or behavior. Once the students are identified, appropriate measures will be collaboratively discussed with parents, teachers, and any other applicable personnel.

Person Responsible: Christine Estrada (estradac@dadeschools.net)

By When: 9/29/2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Since 2021, our school has seen a decrease in enrollment. In 2023, we were able to see a slight increase (by 50 applications) for the 2023-2024 year and more students accepting seats into our program (approximately the same number). Based on this data, we would like to build upon the current momentum and increase the number of applications and enrollment as well as retention rates, particularly in subgroups like Black students. For this reason, we will focus on School Spirit, Pride, and Branding.

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

If the school puts more emphasis on the "MAST" brand and continues to create a student life rich with activities that engage students and create pride and spirit, our rate of transfer to other area schools will decrease by 20% and our application and acceptance rate will both increase by 10%.

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

The Magnet Lead will closely analyze data and recruitment/retention efforts from last year and make the necessary additions and modifications to this year's Magnet Recruitment Plan. The Magnet Lead will also monitor application rates carefully and analyze the number of applications and acceptances as compared to last year's. Activities Director, Student Government and Class Sponsors will work together to ensure that activities are in line with the school's chosen theme as well as the needs and desires of the students. Administration, Principal's Cabinet, PTSA, EESAC, and Student Government will all regularly reflect on student life and community outreach in order to create further opportunities and build upon existing ones.

Person responsible for monitoring outcome:

Christine Estrada (estradac@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions. Students will have more positive feelings towards the school and their experiences, which reflect on data on the Student School Climate Survey. A stronger sense of spirit and pride, as well as more visibility of the new brand, will also help boost applications for our magnet school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strengthening of School Spirit, Pride, and Branding will make students feel a stronger sense of pride and will lead to more positive feelings about the school experience. This sense of pride will also extend to the faculty and staff, and an increased presence in the community and over social media will yield more awareness of the school and its programs and reputation.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Magnet Lead and Administration will work on a Magnet Recruitment Plan that encompasses rebranding and an emphasis on student life and activities to better serve the goal of increasing recruitment and retention goals of the school. In addition, more in house events for traditionally underrepresented groups will be conducted in order to increase interest and enrollment by those subgroups.

Person Responsible: Christine Estrada (estradac@dadeschools.net)

By When: 9/8/2023

Activities Director, Principal's Cabinet, PTSA, and Student Government will create a calendar of school and community activities that aligns to the school's theme and that is inclusive of prospective students as well as current students. By having a list of events that includes all stakeholders, prospective or current, interest in our school will grow in the form of attendance at events, applications, and seats accepted for the upcoming school year. Furthermore, turnover from current students will decrease.

Person Responsible: Albina Cruz (acruz@dadeschools.net)

By When: 9/8/2023

PTSA and Administration will discuss current concerns and field current suggestions from community partners to strengthen the relationship between the school and the parents/community. A strengthened relationship between the school and the community will increase brand visibility and strengthen brand reputation, thus increasing interest and trust in the school in the form of applications and seat acceptances.

Person Responsible: Jose Enriquez (jenriquez@dadeschools.net)

By When: 9/29/2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

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

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

N/A

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

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

N/A

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be posted on the school's website, but it will also be shared and reviewed at the monthly EESAC meetings and Faculty Meetings. In addition, the school has created a SIP one-pager that it shares with teachers, parents, and students through digital methods and in-person meetings. Spanish version of this SIP one-pager is available upon request. The school will send out a message on School Messenger letting the parents know about the availability of the SIP on the website as well as per request in person and in English and Spanish.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school has an active and full EESAC committee that includes all stakeholders regularly. In addition, the PTSA is an active body and a vocal part of the School Improvement process. Administration meets monthly with the PTSA board to discuss issues and facilitate communication to and from parents. The PTSA and School Leadership work together to provide teacher incentives, student incentives and activities, and to promote a positive school culture. Administration also meets regularly with Student Government for the same purpose, but focused on the needs of the students. Every 9 weeks, the Principal hosts "Coffee Talks," whereby he hosts an open town hall style meeting to field questions and concerns from parents. Community members/partners are invited and welcome to attend. PTSA also hosts parent workshops throughout the year with the help of School Leadership, and efforts to gain community partners have grown through the newly-assigned Magnet School Lead.

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. (ESSA 1114(b)(7)ii))

The school's academic program is regularly reviewed by bodies such as EESAC, Principal's Cabinet, Student Services, and the faculty in general. In addition to that, there will be more fidelity to the feedback gathered from classroom walkthrough forms, PLC meeting minutes and agendas, and quarterly SIP reviews. More constructive coaching conversations will be held as a result of the review of said data, which will in turn enrich areas of strength and improve upon areas of growth or deficiency in instructional delivery and engagement.

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). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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. (ESSA 1114(b)(7)(iii)(II))

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 ESSA 1114(b)(7)(iii)(III).

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. (ESSA 1114(b)(7)(iii)(IV))

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No