

Miami-Dade County Public Schools

# JOSE MARTI MAST 6-12 ACADEMY



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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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

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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.

## 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

Christy Brewer

#### Position Title

Department Chair - Science

#### Job Duties and Responsibilities

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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

### Leadership Team Member #2

#### Employee's Name

Jose Enriquez

**Position Title**

Principal

**Job Duties and Responsibilities**

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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

**Leadership Team Member #3**

**Employee's Name**

Maite Robles

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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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

**Leadership Team Member #4**

**Employee's Name**

Christine Estrada

**Position Title**

Magnet Lead/Counselor

**Job Duties and Responsibilities**

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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

**Leadership Team Member #5**

**Employee's Name**

Felicia Ashley

**Position Title**

Media Specialist

**Job Duties and Responsibilities**

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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

**Leadership Team Member #6**

**Employee's Name**

Marlena Horgan

**Position Title**

Department Chair - Social Studies

**Job Duties and Responsibilities**

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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

**Leadership Team Member #7**

**Employee's Name**

Andrew Kearns

**Position Title**

Department Chair - Mathematics

**Job Duties and Responsibilities**

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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

**Leadership Team Member #8**

**Employee's Name**

Martinnette Thompson

**Position Title**

Department Chair - English/Language Arts

**Job Duties and Responsibilities**

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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

## **Leadership Team Member #9**

### **Employee's Name**

Gladys Luis

### **Position Title**

ESOL Compliance Specialist

### **Job Duties and Responsibilities**

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Assist in the implementation of curricular initiatives pertaining to the Areas of Focus, Instructional Practice, and Action Steps; monitor lesson planning and instructional delivery to ensure fidelity to the SIP and reach the school's measurable outcome; ensure compliance of programs, meetings, and assessments for ELL population

## **Leadership Team Member #10**

### **Employee's Name**

Albina Cruz

### **Position Title**

Activities Director

### **Job Duties and Responsibilities**

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Assist in the planning and implementation of student life and activities; monitor effectiveness of student activities and initiatives and maintain relationships with stakeholders and community partners



## 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.*

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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 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))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 6-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>96.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>74.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### 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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							8	4	5	17
One or more suspensions							1	1	2	4
Course failure in English Language Arts (ELA)							0	2	0	2
Course failure in Math							0	1	3	4
Level 1 on statewide ELA assessment							7	2	3	12
Level 1 on statewide Math assessment							2	1	1	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	5	5	12

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							4	4	8	16
One or more suspensions									1	1
Course failure in ELA									1	1
Course failure in Math								3	2	5
Level 1 on statewide ELA assessment							1	10	6	17
Level 1 on statewide Math assessment								1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										39

**Prior Year (2023-24) As Last Reported (pre-populated)**

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								3	2	5

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 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	10	5	12	6	33
One or more suspensions	0	1	1	0	2
Course failure in English Language Arts (ELA)	0	0	1	0	1
Course failure in Math	10	4	3	2	19
Level 1 on statewide ELA assessment	0	0	0	N/A	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	5	0	0	0	5

### 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	0	0	0	0
Students retained two or more times	0	0	0	0	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 *	90	60	55	89	55	50	90	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	69	58	57				75		
ELA Learning Gains Lowest 25%	77	55	55				76		
Math Achievement *	97	51	45	95	43	38	93	42	38
Math Learning Gains	78	50	47				83		
Math Learning Gains Lowest 25%	83	56	49				85		
Science Achievement *	81	68	68	96	62	64	89	41	40
Social Studies Achievement *	96	73	71	98	69	66	96	56	48
Graduation Rate	100	92	90	100	89	89	100	56	61
Middle School Acceleration	96			99			98	56	44
College and Career Readiness	93	74	67	93	70	65	91	67	67
ELP Progress		57	49	91	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	87%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	960
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
87%	96%	89%	77%		86%	81%

\* 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	86%	No		
English Language Learners	82%	No		
Asian Students	90%	No		
Black/African American Students	86%	No		
Hispanic Students	87%	No		
White Students	83%	No		
Economically Disadvantaged Students	87%	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	79%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Disabilities				
English Language Learners	91%	No		
Asian Students	82%	No		
Black/African American Students	87%	No		
Hispanic Students	96%	No		
White Students	97%	No		
Economically Disadvantaged Students	96%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	72%	No		
English	81%	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%
Language Learners				
Native American Students				
Asian Students	79%	No		
Black/African American Students	85%	No		
Hispanic Students	89%	No		
Multiracial Students				
Pacific Islander Students				
White Students	91%	No		
Economically Disadvantaged Students	88%	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	ELP PROGRESS
All Students	90%		69%	77%	97%	78%	83%	81%	96%	96%	100%		93%
Students With Disabilities	86%		69%	83%	100%	83%	100%	80%					
English Language Learners	78%		65%	73%	99%	88%	100%	40%	89%		100%		90%
Asian Students	90%												
Black/African American Students	93%		72%	82%	100%	87%	90%		80%				
Hispanic Students	90%		69%	77%	97%	77%	83%	81%	97%	95%	100%		95%
White Students	88%		64%		100%	81%							
Economically Disadvantaged Students	88%		69%	75%	97%	76%	80%	82%	95%	97%	100%		95%

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	89%				95%			96%	98%	99%	100%	93%	91%
Students With Disabilities	78%				80%								
English Language Learners	79%				93%			100%	82%	100%			
Asian Students	82%												
Black/African American Students	76%				100%						100%	73%	
Hispanic Students	90%				95%			97%	99%	99%	100%	95%	
White Students	96%				95%			100%					
Economically Disadvantaged Students	87%				94%			98%	97%	100%	100%	94%	

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	ELP PROGR
All Students	90%		75%	76%	93%	83%	85%	89%	96%	98%	100%	91%	
Students With Disabilities	58%		56%	45%	87%	93%			91%				
English Language Learners	78%		75%	79%	86%	82%	91%	50%	97%	93%			
Native American Students													
Asian Students	67%		50%		100%	100%							
Black/African American Students	77%		87%	83%	88%	79%	83%		100%				
Hispanic Students	91%		75%	76%	93%	83%	85%	89%	96%	97%	100%	93%	
Multiracial Students													
Pacific Islander Students													
White Students	95%		79%		100%	83%			100%				
Economically Disadvantaged Students	90%		74%	78%	92%	81%	85%	87%	97%	97%	100%	91%	

## 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	94%	56%	38%	53%	41%
Ela	6	90%	57%	33%	54%	36%
Ela	7	88%	55%	33%	50%	38%
Ela	8	85%	54%	31%	51%	34%
Ela	9	95%	54%	41%	53%	42%
Math	6	98%	60%	38%	56%	42%
Math	8	99%	58%	41%	54%	45%
Science	8	48%	42%	6%	45%	3%
Civics		93%	70%	23%	67%	26%
Biology		91%	70%	21%	67%	24%
Algebra		95%	55%	40%	50%	45%
Geometry		95%	56%	39%	52%	43%
History		100%	70%	30%	67%	33%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		96%	24%	72%	16%	80%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>



### 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?

---

The data component that showed the most improvement was Geometry. Geometry EOC scores rose from 89% proficient in 22-23 to 95% proficient in 23-24. More emphasis on interventions and enrichment and more parental communication contributed to the greater success of students in this area.

##### Lowest Performance

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 that showed the lowest performance was 8th grade Science. Only 48% of the students were proficient, which is still above the state and district average, but lower in average compared to the school's proficiency rates in all other subjects. The contributing factor is that the cohort of student identified to take Physical Science in lieu of Biology (the typical placement for 8th graders at our school) is particularly low in reading. In addition to that, the subject matter and assessments are new to the teachers who taught the course. There is currently no trend data available for this course.

##### Greatest Decline

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

---

The greatest decline in proficiency occurred in 8th grade Reading. The factors that contributed to this decline from 91% to 85% proficient are a continued need for more explicit instruction in the middle school grades, a higher level of rigor, and a cohort of students who were on the lower end of the proficiency scale last year as 7th graders.

##### 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.

---

JM MAST typically and convincingly outperforms state averages on all assessments. However, this

past year, 8th grade Science did not distinguish itself from the state average as did other assessments. Whereas our students were 48% proficient; the state's average was 45%, a difference of only 3%. The contributing factor is that the cohort of student identified to take Physical Science in lieu of Biology (the typical placement for 8th graders at our school) is particularly low in reading. In addition to that, the subject matter and assessments are new to the teachers who taught the course.

### **EWS Areas of Concern**

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

---

The main area of concern is student attendance. Although our students perform well for the most part, attendance tendencies for the 23-24 school year were concerning. Fifty students were under 90% attendance in the 23-24 school year.

### **Highest Priorities**

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

---

1. 8th Grade Science
2. Biology
3. Middle Grades Reading
4. Attendance
5. Recruitment and Retention

## 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 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.

---

According to 2023-2024 FAST Assessment PM3 data in Reading, the greatest decline in proficiency occurred in 8th grade Reading. The factors that contributed to this decline from 91% to 85% proficient are a continued need for more explicit instruction in the middle school grades, a higher level of rigor, and a cohort of students who were on the lower end of the proficiency scale last year as 7th graders. This is a crucial need as our goal is to sustain the 90% proficiency mark in the middle grades. Because reading is a foundational skill across curriculum, gaps in reading can affect other subject areas.

#### 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.

---

If we implement teacher-driven observations and other collaborative protocols throughout the school year in the English/Language Arts department, middle school reading scores across the grade levels on the FAST PM3 will surpass the 90% proficiency mark. In 23-24, middle school grades averaged just at 90% proficient on the FAST PM3 ELA assessment. By observing other colleagues and reflecting on best practices, explicit instruction in middle school ELA will improve to cross over that 90% threshold.

#### 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.

---

Monitoring measures will include analysis of progress-monitoring and I-Ready assessment data on behalf of teachers and administration; data chats between teachers and students as well as administration and teachers; classroom walkthroughs with an emphasis on FEI indicators; analysis of student work and portfolios by administration. All measures will ensure students receive instruction that is tailored to their individual needs.

**Person responsible for monitoring outcome**

Maite Robles, Assistant Principal

**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:**

The evidence-based intervention being implemented is "Effective Questioning/Response Techniques." This strategy will help maintain and grow upon higher-order questioning and thinking skills, promote critical thinking and metacognition, and help teachers better gauge standards mastery. In turn, performance on FAST PM assessments in Reading will see improvement.

**Rationale:**

This strategy will help maintain and grow upon higher-order questioning and thinking skills, promote critical thinking and metacognition, and help teachers better gauge standards mastery. In turn, performance on FAST PM assessments in Reading will see improvement.

**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**

Planning meeting with teachers

**Person Monitoring:**

Martinnette Thompson, Department Chair

**By When/Frequency:**

9/10/2024

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

Teachers will identify 1-2 high-yield strategies to implement throughout the year to be used in explicit instruction. By doing so, teachers across grade levels can see a consistent impact on instruction and be able to reflect and collaborate at monthly PLC meetings.

**Action Step #2**

Teacher-driven observation training

**Person Monitoring:**

Maite Robles, Assistant Principal

**By When/Frequency:**

9/10/2024

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

ELA teachers will be introduced to teacher-driven observations protocols. By doing so, teachers will have an idea of how the strategy works and can begin to brainstorm next steps to implement the professional practice.

**Action Step #3**

Administrative walkthroughs/feedback

**Person Monitoring:**

Jose Enriquez, Principal

**By When/Frequency:**

9/27/2024

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

Principal and Assistant Principal will conduct weekly walkthroughs to provide feedback specifically tied to the Framework of Effective Instruction (FEI) and help guide the teachers when implementing chosen strategy(ies) and the teacher-driven observations.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Student Engagement****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.

---

JM MAST typically and convincingly outperforms state averages on all assessments. However, this past year, 8th grade Science did not distinguish itself from the state average as did other assessments. Whereas our students were 48% proficient; the state's average was 45%, a difference of only 3%. The contributing factor is that the cohort of student identified to take Physical Science in lieu of Biology (the typical placement for 8th graders at our school) is particularly low in reading. In addition to that, the subject matter and assessments are new to the teachers who taught the course.

**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.

---

If we enroll students whose performance on Comprehensive Science 3 in a special cohort Biology in class where they can receive more focused and individualized instruction, they are more likely to pass the Biology EOC and contribute to the over 90% mark that is the goal. By cohorting these students, teachers are better able to meet their needs and fill in gaps in standards mastery.

**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.

---

Monitoring measures will include analysis of assessment and classroom data on behalf of teachers and administration; data chats between teachers and students as well as administration and teachers; classroom walkthroughs with an emphasis on standards; analysis of student work and

portfolios by administration to ensure fidelity to interventions and monitor effectiveness of said measures.

**Person responsible for monitoring outcome**

Christy Brewer, Department Chair

**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:**

The evidence-based strategy being used is "Data-Driven Decision Making."

**Rationale:**

Data-driven decision making will allow teachers to make informed decisions about particular areas of growth as it pertains to the Biology content and standards. Because this class is cohorted as needing more intensive attention, goal-setting, interventions, and teaching methods are better suited and aligned to student needs when data is more closely and effectively analyzed.

**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**

Planning meeting with teachers

**Person Monitoring:**

Christy Brewer, Department Chair

**By When/Frequency:**

9/10/2024

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

Current Biology and past Comprehensive Science 3 teachers will meet to discuss student data and pathways for success for the identified cohort of students. By doing so, teachers will be able to better address individual student needs as well as areas of growth for the class.

**Action Step #2**

Create an instructional focus calendar

**Person Monitoring:**

Christy Brewer, Department Chair

**By When/Frequency:**

9/10/2024

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

**step:**

Science teachers will create an Instructional Focus Calendar (IFC) to address the specific needs of the students in the class and based on prior year's data. By doing so, teachers will be able to address areas of growth for the students in the class and be able to strengthen concepts that might prove difficult for the students.

**Action Step #3**

Administrative walkthroughs/feedback

**Person Monitoring:**

Jose Enriquez, Principal

**By When/Frequency:**

9/27/2024

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

Administration will conduct walkthroughs and analyze student work to ensure that the appropriate levels of rigor are maintained, and that differentiation, remediation, and enrichment are taking place. By doing so, teachers will be better able to determine next steps prior to assessments such as the midyear.

## IV. Positive Culture and Environment

**Area of Focus #1**

Teacher Attendance

**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.

---

Based on 2023-2024 data, 43% of our staff had 10 more absences, 7% above the district average of 36%. Students learn best when teachers are present, and better staff attendance will yield higher student engagement and results in the long-run.

**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.

---

If we improve staff attendance, the percent of teachers who have more than 10 absences will drop from 43% to 35%, the Tier 1 district average. In turn, this will increase staff morale, improve student achievement, and model good habits for students as it pertains to attendance.

**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.

---

Administration will monitor staff attendance on a quarterly basis to award incentives. Attendance will be monitored weekly for the purpose of identifying interventions such as directives and referrals to Employee Assistance Program (EAP).

**Person responsible for monitoring outcome**

Jose Enriquez, Principal

**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:**

The evidence-based strategy being used is "Rewards/Incentives."

**Rationale:**

Rewards and incentives foster goodwill and a sense of overall pride for individual, group, and school accomplishments. By recognizing and celebrating staff for attendance and punctuality, good habits are reinforced, and less desirable habits are implicitly discouraged.

**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**

Quarterly incentives

**Person Monitoring:**

Jose Enriquez, Principal

**By When/Frequency:**

9/27/2024

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

Incentives and rewards will be granted to any staff member with no absences by the end of the quarter. By doing so, staff morale and motivation, specifically as it pertains to attendance, will improve. Spontaneous and unannounced rewards at faculty meetings will also be used.

**Action Step #2**

Tracking teacher tardiness

**Person Monitoring:**

Jose Enriquez, Principal

**By When/Frequency:**

8/30/2024

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

A system to track teacher tardiness and attendance in a streamlined and consistent fashion will be developed in order to more fairly and effectively monitor staff attendance.

**Action Step #3**

Administrative visibility



**Person Monitoring:**

Maite Robles, Assistant Principal

**By When/Frequency:**

9/27/2024

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

Administration will be more present and visible in the hallways during the beginning of the school day, during passing times, and during random checks and sweeps to model the importance of being on time and present.

**Action Step #4**

Staff Mental Health

**Person Monitoring:**

Albina Cruz, Activities Director

**By When/Frequency:**

9/24/2024

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

School staff will reach out to district wellness staff to bring services and mental health practices pertaining to stress management, nutrition, and fitness. By doing so, we communicate to staff that we care about them as people and the morale and overall well-being of the staff will improve, thus leading to better attendance in the long run.

**Area of Focus #2**

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.

---

At an advanced academics school such as ours, students tend to feel stressed and anxious many times. Having positive relationships with adults in the building improves student morale and in turn, student performance and overall well-being.

**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 2023-2024 School Climate Survey shows that only 55% of the students feel that adults care about them as individuals. If we implement restorative justice practices in the classroom and throughout the school, more students will feel more valued as individuals, and if these practices are successful, 70% will respond positively to the question for 2024-2025.

**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.

---

Activities Director and Administration will monitor effectiveness of measures through informal conversations and staff surveys.

**Person responsible for monitoring outcome**

Albina Cruz, Activities Director

**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:**

The evidence-based strategy being used is "Restorative Justice Practices." (RJP) This alternative to traditional punishment will build stronger relationships among students and between staff and students. When students perceive an opportunity for learning and growth from an infraction, they are empowered to take accountability and

**Rationale:**

RJP is an alternative to traditional punishment that will build stronger relationships among students and between staff and students. When students perceive an opportunity for learning and growth from an infraction, they are empowered to take accountability for their actions and asked to reflect on their own actions. But RJP strategies can also be used outside of discipline to create connections between and among staff and students, which will create a safe space of collaboration, community, and shared ownership.

**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**

Student survey

**Person Monitoring:**

Maite Robles, Assistant Principal

**By When/Frequency:**

9/16/2024

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

Assistant Principal and Counselors will attend Navigate360 professional learning to acquire effective RJP strategies and learn how to implement the behavior interventions program into the school's discipline plan as well as the school's social-emotional learning efforts.

**Action Step #2**

Implement Restorative Justice Practices (RJP)

**Person Monitoring:**

Maite Robles, Assistant Principal

**By When/Frequency:**

9/13/2024

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

Based on School Climate Survey data and what was learned from the professional learning on

Navigate 360, determine RJP strategies that can be implemented in the classroom to foster better relationships between staff and students.

**Action Step #3**

Student Government Association (SGA) Liaisons

**Person Monitoring:**

Albina Cruz, Activities Director

**By When/Frequency:**

9/13/2024

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

Engage the Student Government Association to act as liaisons between school leadership and the student body and determine why students feel undervalued by adults and brainstorm strategies to create deeper student-staff relationships.

## 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.

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[www.josemartimast.net](http://www.josemartimast.net). On our school website, there is a Parent tab that includes a Title I selection. Under Title 1, parents can access the parent compact, the school's Parent Family engagement Plan (PFEP, the district's PFEP, the SIP, and other Title I resources such as the parent engagement survey and information on meetings.

#### 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))

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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. Parents can also access all pertinent Title I and engagement information on our website - [josemartimast.net](http://josemartimast.net).

**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))

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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.

**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))

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No Answer Entered

## **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))

---

With a 100% inclusion rate, we serve and promote equitable access to Exceptional Student Education (ESE) students who are mainstreamed into the general education classrooms. Teachers familiarize themselves with students' Individualized Education Programs and 504 plans (Rehabilitation Act) to ensure these students receive an equitable education. The ESE Program Specialist meets regularly with students and parents so that the students' individualized needs are being met in the classroom and beyond. ESE student schedules are prioritized to make sure their learning and social goals are being met, and parent involvement in such scheduling is the norm. We also highly encourage and enjoy a high participation rate by our ESE students in service and honors clubs at the school.

In addition, the school has a peer to peer mentoring program (MAST Ambassadors), a monthly focus on mental health and social learning, and activities designed to foster engagement and improve school culture. Leadership classes afford students the opportunity to work with teachers on tasks that build capacity and leadership skills.

#### **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))

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Post-secondary readiness and the ability to thrive in a global, dynamic economy are part of the culture and expectations at our school. Students meet with their counselor to discuss their goals for the future and an academic schedule is tailored to fit their needs. Our halls are painted with murals of colleges and universities, and college pennants hang from the ceilings, as a reminder that learning continues after high school. Upper classmen work with the College Assistance Program (CAP) to learn about career opportunities after college, and alumni return to the school to discuss their experiences. All seniors enroll in a mandatory class with our CAP Advisor whereby they work one-on-one with him to complete every aspect of the college application and career exploration process.

**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)).

---

Student grades, midyear tests, and progress monitoring data are monitored regularly to ensure that students are being successful. Midway through the year, any student who is on track to fail one or more core classes is called in for a team conference during which the parent and student meet with teachers and counselors to identify the causes of the performance and create an action plan for success moving forward. Based on midyear and progress monitoring data, teachers recommend students for tutoring and intervention opportunities. Tutoring and intervention groups are reviewed regularly and are fluid to meet the needs of the student(s) and the pacing of the curriculum. Teachers share data and action plans with parents for those students who are not meeting grade level requirements on programs such as I-Ready in math and reading, and Administration monitors the progress and usage of this subgroup of students. Within classes, teachers differentiate groups and instruction to tailor resources, assignments, and assessments accordingly to meet the individual students' needs.

**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)).

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No Answer Entered

**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))

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N/A

## 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.

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N/A

### Specifics to Address the Need

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

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N/A



## 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