2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Mast@Fiu

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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to provide students with first-rate advanced academics and early career experiences in a university based, technology-rich environment.

Provide the school's vision statement

Our Vision is to provide a unique high school experience in cooperation with FIU that includes College level courses, Career experiences and Technology coursework to prepare students for Science, Technology, Engineering and Mathematics (STEM) related fields.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students who wish to enroll at MAST @ FIU Biscayne Bay Campus must apply through the district's Schools of Choice portal and are screened as part of the Magnet school application process. The information gathered provides the instructional staff with an extensive understanding of the academic and cultural backgrounds of the students. A community meeting is held at the beginning of each school year to provide information to parents and students about the activities and resources that are available to assist students and their parents. A club and society fair is held during the first nine weeks of school to encourage students to participate in after school activities. Teachers routinely provide free tutoring services after school and on Saturdays to assist students with their academic progress. Student academic and behavioral counseling is available to students during the school day.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has behavioral and academic codes that are aligned with the district's Code of Student Conduct. These codes are published each school year in the Parent and Student Handbook and are reviewed with students at the beginning of the school year. All students are exposed to the Character Education curriculum through their homeroom and social studies classes. Teachers and staff members promote and demonstrate core ethical and performance values in their work and interaction with stakeholders. Students are encouraged to model the behavior learned through Character Education lessons while they are at school and within the community. Students are recognized for displaying model behavior at various times throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The faculty has developed an Alternative to Suspension Plan (ASP) which is based on the district's Code of Student Conduct. The ASP includes, but is not limited to the Progressive Discipline Plan, Detention and Student Counseling Services. The ASP provides instructional and counseling support in an effort to reduce the number of student suspension and increase instructional time. The instructional component of the ASP actively teaches students about the merits of appropriate behavior and deportment. The counseling component of the ASP addresses the cycle of disruptive

behavior(s) that often result in suspension by helping both students and parents recognize the problem and to understand the need for intervention and assistance. Faculty and staff members routinely attend school, region and district provided workshops to further refine the disciplinary process and to extend their understanding of the factors that impact student behavior and performance.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school-based student services programs includes individual and group counseling support in an effort to address the academic, social and emotional needs of students to minimize the instructional time that is lost when students are experiencing difficulty in school or at home. The counselor meets with students individually and collectively throughout the year to address the various behaviors that often impact student learning and progress. Specialized counseling helps students and parents recognize the underlying problems that often impede a student's success and it helps them to understand the need for change through several school and community resources that are available. In addition, our partnership with Florida International University affords students access to other university based counseling and mentoring services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school employs a multifaceted approach to the identification of students who display the Early Warning indicators that are associated with poor or substandard academic performance. The school counselor and administrators request, review and react to the information that is compiled by the district in the Student At-Risk Report. The report includes information about student attendance, disciplinary referrals, English language proficiency, ESE classification, standardized test results (FCAT, End of Course exams, Florida Standards Assessments), grade retention and courses failed. Behavioral and academic intervention may involve one or more of the following responses: student and parent conferences, individual and group counselling, after-school tutoring, placement in additional math and or reading courses as well as peer tutoring that is available at Florida International University and through school Honor societies.

Provide the following data related to the school's early warning system

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

Indicator	Grade	Students
	Total	
	Total	
Course failure in ELA or Math	10	3
	Total	**3**
Level 1 on statewide assessment	10	3
	Total	**3**
	Total	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade	Students
Total		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Behavioral and academic intervention may involve one or more of the following responses: student and parent conferences, individual and group counselling, placement on probationary status, after-school tutoring, placement in additional math and or reading courses, as well as peer tutoring that is available at Florida International University. The performance of students who are identified by the early warning system is monitored throughout high school to determine if additional interventional strategies are required. In severe or persistent cases, students are referred to the school-site Child Study Team for further analysis and response. The intensity and frequency of the interventional strategies may be increased over time for those students whose performance continues to decline. In those cases, a Functional Assessment of Behavior is conducted and Behavioral Improvement Plan is constructed to further assist the student.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

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PIP Link

Description

The faculty and staff work collaboratively to increase the involvement of parents and their relationship with their child's education. Parents and interested stakeholders are invited to become school volunteers, advisory council participants, and members of the Parent-Student-Teacher Association (PTSA). Information regarding the school's mission, vision and policies are published each school year in the Student and Parent Handbook. Parents also receive information from the school via email, letters and the school's website. Parents may also view their child's grades and attendance through the district's Parent Internet Portal.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our presence on the Biscayne Bay Campus of Florida International University provides the faculty and staff with relevant and on-going partnerships with university contributors and participants alike. The principal and staff members frequently interact with university personnel and faculty in an effort to promote school and university interests and to leverage business and community involvement at both institutions. School staff members are members and participants in the Aventura Marketing Councils, North Miami, North Miami Beach and Sunny Isles Beach Chambers of Commerce. Local businesses and organizations are invited to be part of the school's advisory council and participate often in school career fairs and activities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title	Email
Welker, Matthew	Principal	pr7031@dadeschools.net
Koch, Georgina	Teacher, K-12	ginakoch@dadeschools.net
Escobar, Christina	Teacher, K-12	cescobar3@dadeschools.net
Fernandez, Jose	Teacher, K-12	fernandezj@dadeschools.net
Senas, Arleen	Teacher, K-12	asenas@dadeschools.net
Larralde, Arthur	Teacher, K-12	alarralde@dadeschools.net
Reyes, Michelle	Teacher, K-12	michelle@dadeschools.net
Roch, Martin	Teacher, K-12	mroch@dadeschools.net
Tisdahl, Douglas	Teacher, K-12	dtisdahl@dadeschools.net
Zoeller, John	Teacher, K-12	johnzoeller@dadeschools.net
Gunn, Bridgette	Teacher, K-12	309184@dadeschools.net

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier I Leadership Team:
Matthew J. Welker, Principal – schedule and facilitate Multi-Tiered Systems of Supports (MTSS) meetings, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
Georgina Koch, Lead Teacher – schedule and facilitate MTSS meetings, monitor instruction and assessments, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
Jose Fernandez, Math teacher – EESAC chair – monitor data, make instructional recommendations, provide in-house staff training, provide interventions as needed.
Arleen Senas – Language Arts teacher – monitor data, make instructional recommendations, provide in-house staff training, provide interventions as needed, report on progress for reading class
Christina Escobar – Science teacher – monitor data, make instructional recommendations, provide in-house staff training, provide interventions as needed.
Arthur Larralde - Social Studies teacher - monitor data, make instructional recommendations, provide in-house staff training, provide interventions as needed.
In addition to Tier 1 problem solving, the Leadership Team members will meet bimonthly to review consensus, infrastructure, and implementation of building level MTSS. Selected teachers will provide information about core instruction, conduct, student achievement data analysis, and collaborate with faculty members to ensure understanding and implementation of MTSS process.
Tier 2
Selected members (Georgina Koch, Jose Fernandez) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Selected teachers will be involved when needed to provide information or revise efforts in the implementation of the SIP.
Tier 3 SST
Members of the Tier 1 Leadership Team, Tier 2 Team, and parent/guardian will make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS leadership team will meet monthly to assist with implementation and monitoring of SIP by utilizing available data. Goals are implemented using the Florida Continuous Improvement Model (FCIM) and include identifying areas for improvement, positively impacting student achievement, modifying curricula to address student needs, and the continuous professional development for teachers. Additionally the team monitors trends in school safety, school culture, literacy, student attendance, student socio/emotional wellness, and the prevention of student failure through early intervention strategies. The MTSS leadership team will communicate findings to all stakeholders and work with the Literacy Leadership team to assist in the implementation of school goals.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Food and Nutrition program:

Breakfast is provided to all students at no cost on a daily basis. Qualified students are provided with free or reduced price lunch meals on a daily basis.

Supplemental Academic Instruction:

MAST @ FIU Biscayne Bay Campus is working with the Center for Academic Success (through FIU) to provide for free tutoring and enrichment programs for students after school.

Title II - The school district provides supplemental funds for improving basic education through professional development in the areas of:

• New Teacher training (MINT) program

• Training for add-on endorsement programs (Gifted, ESOL)

• Training for Professional Learning Community (PLC) development and implementation

Title X Homeless - MDCPS School Board Policy 5111.01 - Homeless Students stipulates that all homeless students may receive the services they are entitled to in accordance with the McKinney-Vento Law.

Career and Technical Education (CTE)

• Students will have the opportunity to enroll in Career and Technical Eduation courses that will prepare them for post-graduation option in a variety of work fields.

Anti Drug Programs:

• Drug-Free Youth in Town (D-FY-IT) - Program-partnership with the D-FY-IT, Inc in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents

• Informed Families, The Florida Partnership (Red Ribbon Certified Schools)-partnership with Informed Families' Red Ribbon Certified Schools encourages effective efforts in the prevention of substance use among youth, promotes team building to get parents, educators and students to work together towards creating a drug-free America.

Peer Mediation:

• - Conflict Resolution Program using peer to peer approach

District Policy Against Bullying and Harassment:

• Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 9-12.

AIDS Education and Awareness

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures. These include: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2410 – School Health Services Program; School Board Policy 2417 – Human Growth and Development Curriculum; School Board Policy: 8453 – Direct Contact Communicable Diseases; the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Matthew J. Welker	Principal
Georgina Koch	Teacher
Jose Fernandez	Teacher
Arleen Senas	Teacher
Julie Shillington	Student
Marilyn Rivera	Parent
Claudia Gatica	Parent
Rolda Serieux	Parent
Larua Clersaint	Parent
Milagros Delgado	Business/Community
Jeanned'arc Lahoud	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Members of the School Advisory Council (SAC) compiled, reviewed and analyzed 2013-2014 formative and summative student assessment data and information associated with the 2013-2014 School Improvement Plan (SIP) to determine the strengths and weaknesses of the plan and to further align the SIP with district and state student performance mandates. The SAC used the Florida Continuous Improvement Model (FCIM) to facilitate goal development, implementation, analysis and refinement throughout the year. Committee membership and meetings were open to all interested stakeholders, and the minutes associated with all SAC meetings were published throughout the year as required by law.

Development of this school improvement plan

The School Advisory Council (SAC) has the responsibility to develop, implement, monitor and refine the School Improvement Plan (SIP) each school year. Refinements to the SIP are based on currently available student performance data as reported by the Florida Department of Education. The SAC uses the Florida Continuous Improvement Model (FCIM) to analyze and align the SIP with district and state student performance goals. At each SAC meeting, there will be an agenda item that addresses progress and reviews implementation of the SIP. All recommendations for adjustments or refinements to the SIP are presented and approved by the SAC at advertised meetings throughout the year.

Preparation of the school's annual budget and plan

The principal is responsible for the development of the school's annual budget in accordance with district policies and procedures. The majority of the school's budget is used to defray the costs associated with personnel, employee benefits and school operations. Any discretionary money that is allocated as part of the budget must be used to support the instructional program in place at the school. Discussions regarding the school's budget and its use are part of monthly SAC meetings. Additional funds are allocated by the district specifically to the School Advisory Council and must be approved for use by the SAC prior to disbursement. SAC funds may be used to support student instruction or to provide awards and incentives to students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds that were allocated last year to the school by the district were used to recognize students and support the instructional program in place at the school.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title	Email
Welker, Matthew	Principal	pr7031@dadeschools.net
Koch, Georgina	Teacher, K-12	ginakoch@dadeschools.net
Senas, Arleen	Teacher, K-12	asenas@dadeschools.net
Reyes, Michelle	Teacher, K-12	michelle@dadeschools.net
Larralde, Arthur	Teacher, K-12	alarralde@dadeschools.net
Roch, Martin	Teacher, K-12	mroch@dadeschools.net

Duties

Describe how the LLT promotes literacy within the school

The Leadership Leadership Team (LLT) provides direction and support to students, teachers and parents regarding the importance of reading, vocabulary development and reading based practices. The importance and practice of reading is promoted and exemplified in every course and every subject within the curriculum. Students are provided with numerous opportunities within related courses and subjects to develop and sustain suitable reading practices that promote greater interdisciplinary subject matter comprehension. Students are exposed to various reading techniques, such as skimming and scanning that improve their ability to locate and understand content material with greater efficiency. The following goals and practices are part of the literacy program at our school: (1) Teachers will incorporate reading throughout curriculum. (2) Students will select a minimum of two novels which have interdisciplinary ties and can be discussed in the Language Arts, Science, Social Studies, and Research class. (3) All students in the Intensive Reading class will use Edge 44 Series during school hours and at home. Students are required to complete two reading sections per week to maintain fidelity to the program specifications. (4) Students will visit FIU BBC campus library to visit with the reference librarian and learn library research skills. (5) All teachers will have a data binder that is specific to their particular class and lists the reading levels of all students. The binder will have detailed information on students who are struggling readers and documents progress made by those students. (6) The LLT will provide in-house training on the new Florida State Assessments and the shifts in assessment so that they are incorporated into the interdisciplinary reading program. (7) Teachers will utilize available digital and print media resources and incorporate current event articles relevant to their curriculum a minimum of two times per grading period, as documented in lesson plans.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The administration has established both vertical and horizontal collaborative relationships among teachers. Common Planning time has been scheduled into the master schedule to allow Science teachers, Mathematics teachers, and Social Studies teachers time to collaboratively plan. Teachers who teach the same courses or the same grade level are afforded numerous opportunity throughout the year to plan, implement and analyze lesson plans and instructional practice. These horizontal relationships allow for greater subject matter fidelity and provides teachers with frequent opportunities to discuss the performance of their students.

Teachers who teach within the same subject area or related subject area are afforded numerous opportunities through the year to plan and confer. These vertical relationships promote data based conversations and sustainable linkages among courses within a particular disciplinary tract. To the extent possible within the master course schedule, teachers are provided with common planning to facilitate both types of relationships. Additionally, all required faculty meetings, Early Release Days and Professional Development Days that occur throughout the school year are used to facilitate professional development and collaborative relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teachers are recruited using the full resources of the district, including advertising available positions through Human Resources, communication with District Supervisors across all subject areas, and announcements made at Department Chairperson meetings. Prospective applicants may apply for teaching positions through the district internet portal. Applicants must provide the district with their teaching certificate, college transcripts and references. Each applicant must undergo a drug test and background check as part of the application process. Teacher are cleared at the district level by staffing personnel and their names are listed within the Teacher Match system where principals may view, interview and hire perspective candidates. Teachers who are currently employed by the district may view and apply for positions that are advertised by the Department of Human Resources.

The district provides orientation, training and assistance to teachers within the first two years of employment. Professional development opportunities for all teachers are advertised on the district's professional development website. Professional development, support and assistance for new and tenured teachers are provided at each school site via mentoring and collaborative relationships.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

MAST @ FIU Biscayne Bay Campus incorporates the district's MINT program for teachers in their first two years of employment. Collaborative relationships and mentorships are used to support teachers regardless of their years of experience. Teachers with greater experience and/or subject area expertise provide critical support and content knowledge to newer teachers or teachers new to the school. Additionally, newer teachers are paired with veteran teachers from other school sites so that they have additional support as they develop lesson plans and their curriculum. Professional development and planning days are utilized so that teachers may meet with their colleagues and mentors. This time is allotted to facilitate collaborative conversations among teachers. Teachers within the Advanced Placement (AP) Program also collaborate with peers throughout the district and often attend workshops together.

MAST @ FIU Biscayne Bay Campus has a unique relationship with our partner university where we utilize their professors as mentors for teachers and as guest presenters in the classroom. It is this relationship that provides an extraordinary opportunity to collaborate with post secondary educators to better prepare our students for the next level of learning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The standards, resources and content associated with the Florida Standards are introduced at the beginning of each school year. A closer examination of the standards is conducted with teachers as student performance data is accumulated. Teachers use collaborative conversation and planning to ensure that course content is delivered to students with clarity and fidelity. Teachers are provided with numerous print and electronic resources, such as pacing guides and course syllabi that is used to guide their instruction and to ensure that assessment is closely tied to the content delivered throughout the year. District and classroom based assessments are administered by teachers throughout the year to test the fidelity of instructional pacing and the performance of students within target content areas. Data derived from these assessments are used to refine instructional delivery and differentiation.

Teacher evaluations are tied to student performance by state law. Teachers must ensure that students increase their understanding and application of course content as measured by End of Course a examinations as well as other standardized measures of student performance in order to be rated as effective or highly effective. Improving student performance is also the driving force behind the school improvement process and frames the objectives of the School Improvement Plan.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student performance data is the basis for all school-based decision making in relation to course content, teacher assignments and instruction. Data represents the engine that drives the Florida Continuous Improvement Model which is articulated in the School Improvement Plan. Data review and analysis are part of the collaborative conversations that teachers have with each other, administrators, students and parents throughout the year. Teachers use assessment data to refine and differentiate their instruction in order to maximize the equity and efficacy of their teaching methodologies. Students with special instructional needs and students who speak languages other than English are afforded equal access to learning within the digital environment that has been established at the school. An extensive array of on-line instructional resources are used by teachers to differentaite instruction and to assist students who exhibit content difficiencies or performance issues. Peer tutoring and assistance are also provided through the partnership we enjoy with Florida International University.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 2,000

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

The master course schedule provides 8 periods of instruction for students. The periods are divided into two, four period blocks of time that alternate on an odd and even basis throughout the school year. Each instructional period is 90 minutes long. The extended class period allows for less "passing" time and more instructional time. The additional time provides uninterrupted time that is used for labs and examinations. All students are required to take a research course which supports the general curriculum. Additionally, all students are required to take one virtual on-line course with class time allocated for that instruction. All students are required to take two annual science courses. Technology is infused throughout the curriculum because student access course content and resources using personal digital devices such as laptop computers or tablets. Students may receive additional instruction through the Center for Academic Success or the Upward Bound Program which is offered through our partner university.

Strategy Rationale

The rational is based on one single premise: students perform better on assessments when they have more instructional time and resources.

Person(s) responsible for monitoring implementation of the strategy
Welker, Matthew, pr7031@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected as a baseline and once thereafter in each grading period. Core subject teachers will conduct individualized data chats with their students and review student progress. The final measure of effectiveness will be tied to the state EOC results in Geometry and Biology and the ninth grade Reading test.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students who enter our program must apply for admission and meet specific academic and behavioral requirements that include successful completion of Honors Algebra I and Honors Physical Science and an overall core Grade Point Average (GPA) of 2.5. We recruit students from all over the district. Once selected, students meet with high school and university counselors to develop a career plan that is monitored throughout their high school and university education.
Our school enjoys a unique and highly productive relationship with Florida International University because of our presence on the Biscayne Bay Campus. Our students have access to a full array of student services that includes high school and university career and college counseling. Our students have the opportunity to take university Dual Enrollment courses in conjunction with their high school courses. This affords our students with the opportunity to complete up to two years of university course work while they are in high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Every student meets one-on-one with a counselor to review coursework taken and plan requirements needed for graduation. Science and mathematics requirements are front loaded in the first two years, enabling students to take Advanced Placement and Dual Enrollment courses in their last two years of study. The school counselor provides classroom guidance to address academic and career planning that is individualized and meaningful. Students use the www.flvc.org portal for career exploration and planning, research college opportunities, and track their progress in meeting requirements for graduation. Through our collaboration with Florida International University and local business partners, students participate in career day and other activities to expose them to a variety of professions and career options.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As a School of Choice, MAST @ FIU Biscayne Bay Campus has two academic strands: environmental science and marine science. All students are required to take an academy elective in their respective areas of interest. The program is taught through the lens of STEM (Science Technology Engineering and Mathematics). STEM occupations are projected to grow in the next decade, yielding higher wages and demand for those who study in these fields. Students take courses which have a STEM focus, and provide opportunities for real world applications though internships, guest lectures and visits from FIU faculty. Our collaboration with Florida International University provides a unique avenue to give students a glimpse of the many careers that are facilitated with a college degree.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

State data for 2013 demonstrated that only 71.1% of students in M-DCPS participated in a College Prep curriculum. Just over half of the graduating seniors in the district (53.2%) had taken an AP or Dual Enrollment course. As a new school which is servicing 9th grade only, MAST @ FIU Biscayne Bay Campus has a unique partnership with Florida International University. This partnership allows students to take college level courses and AP courses to determine levels of readiness for post-secondary studies. Because we are housed on a university campus, students have several opportunities to participate in college level academic and extracurricular activities. Our students take accelerated college prep coursework in 9th and 10th grade which includes AP Sciences. They will have required Dual Enrollment coursework in 11th and 12th grade. The partnership with FIU is developed to provide a seamless transition from high school to a university setting.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

State data for 2013 demonstrated that 71.1% of students in M-DCPS participated in a college prep curriculum. 53.2% of graduating seniors in the district had taken an AP, IB, AICE, or Dual Enrollment Course.
MAST@FIU Biscayne Bay Campus has a unique partnership with Florida International University. This partnership allows all students to take college level courses and AP courses to determine levels of readiness for post-secondary studies. Because we are housed on a university campus, our students are afforded the opportunity to participate in college level academic and extracurricular activities.
All students take accelerated college preparatory coursework in 9th and 10th grade which includes AP Science and AP Social Studies courses. In addition, students have the opportunity to enroll in

Dual Enrollment coursework in 11th and 12th grade. The partnership with FIU has developed to provide a seamless transition from high school to a university setting.

School Improvement Goals

Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

G2. Utilize the Early Warning Systems to identify At-Risk students to provide support, intervention and increase achievement.

G3. STEM/CTE: The school's Strategic goal is to prepare students to be college and career ready through Science Technology Engineering and Mathematics (STEM) and Career and Technical Education (CTE) courses.

G4. Promote a positive school culture by involving parents as school partners. Increase support between the home and school to build a strong, continuing family and community involvement with the school. Increase the positive perception of parents to 75% as measured by the school climate survey for the 2014-2015 school year.

Goals Detail

G1. Increase student achievement by improving core instruction in all content areas.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	95.0
Students making math learning gains	70.0
Geometry End-of-Course assessment passing rate	83.0
Biology I End-of-Course assessment passing rate	92.0
Reading % making learning gains	74.0
CELLA % proficient in writing	30.0
Reading % in lowest 25% making learning gains	74.0
Students in lowest 25% making math learning gains	70.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	90.0
AMO Targets Reading - African American	
AMO Targets Math - African American	

Resources Available to Support the Goal

- Reading: McDougall Litell Literature, Grades 9 and 10

- Reading: Edge 44 Reading Program

- Florida Standards Assessments Portal Resources http://www.fsassessments.org

- M-DCPS English Pacing Guides

- Literacy Leadership Team (LLT)

- Critical Thinking / Research Course - required as part of magnet program

- Access to available online short novels and poems utilizing the one-to-one computer model (newszela.com, cnnstudentnews.com)

- Tutoring services through FIU's Center for Academic Success and Upward Bound Program

- New York Times Newspapers - available daily on FIU Campus

- Geometry: Discovering Geometry

- Online databases and learning resources: Getafive.com; NBCNews.net; Discovery Education, Edgenuity

- Biology: Miller Levine Biology Text

Targeted Barriers to Achieving the Goal

- Reading: Limited access to novels and short stories

- Reading: Change in Standardized Assessment from FCAT 2.0 Reading to Florida Standards Assessment in ELA

- Reading: Shift in content that is being assessed (spelling, grammar, conventions of writing)

- Reading: Students have difficulty in reading lengthier texts which are Content Specific for extended time periods and their accompanying rubrics

- Writing: Students must master typing which is required for testing

Plan to Monitor Progress Toward the Goal	
Data will be collected from District Interim Assessments and the ELA FSA assessment test	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Program reports will be generated and disseminated to the school leadership team and LLT. Data from the District Interim Assessment and ELA FSA exam will be compared and evaluated to determine the effectiveness of strategies.

G2. Utilize the Early Warning Systems to identify At-Risk students to provide support, intervention and increase achievement.

Quick Keys: Goal: G051845

Targets Supported

Indicator	Annual Target
Attendance rate	95.0
Students in tenth grade with a Level 1 or equivalent score on the statewide assessment in ELA or mathematics	2.0

Resources Available to Support the Goal

- Teachers
- Administrative Team
- MTSS Team
- Student Services
- Attendance reports
- Remediation courses (Intensive reading)
- After school tutoring, tutoring resources provided through FIU's Center for Academic Success and Upward bound Program
- Attendance Review Committee (ARC)

Targeted Barriers to Achieving the Goal

- Reduce the number of students who miss 10 or more instructional days of school from 10% (district data) to 5%.
- Reduce the number of students to receive one or more behavior referrals that lead to suspension from 10% (district data) to 5%.

Plan to Monitor Progress Toward the Goal	
Administrative team will review implementation of ARC meetings	
Person Responsible	Matthew Welker
Schedule	Semiannually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Attendance log, Parent notification letters, SCM forms for attendance

G3. STEM/CTE: The school's Strategic goal is to prepare students to be college and career ready through Science Technology Engineering and Mathematics (STEM) and Career and Technical Education (CTE) courses.

Quick Keys: Goal: G051846

Targets Supported

Indicator	Annual Target
Students in high school who complete advanced coursework, early college or dual enrollment classes	65.0
Students graduating in 4 years with a standard high school diploma	95.0

Resources Available to Support the Goal

- Advanced Placement Courses: World History, Environmental Science, Human Geography

- Required Science courses: Honors Marine Biology

- Required Research courses (9th, 10th)

- AP textbooks

- One-to-one technology model - use of student computers to access online content

- Online resources: NBC Learn, Discovery Education, Getafive.com; Edgenuity, Explorelearning.com

- LLT

- Additional required coursework which is programmatic to MAST@FIU Biscayne Bay Campus (32 Credit option)

Targeted Barriers to Achieving the Goal

- Limited laboratory facilities

- Limited access to technology

Plan to Monitor Progress Toward the Goal	
Data from the Biology EOC will be disaggregated to determine the impact of the virtual lab activities	
Person Responsible	Matthew Welker
Schedule	Annually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Biology EOC proficiency data

G4. Promote a positive school culture by involving parents as school partners. Increase support between the home and school to build a strong, continuing family and community involvement with the school. Increase the positive perception of parents to 75% as measured by the school climate survey for the 2014-2015 school year.

Quick Keys: Goal: G051847

Targets Supported

Indicator	Annual Target
	75.0

Resources Available to Support the Goal

- Parent Teacher Student Association (PTSA)
- Classroom teachers
- MAST@FIU Twitter Account, Facebook account and other social media
- Monthly Parent newsletters

Targeted Barriers to Achieving the Goal

- Positive perceptions regarding the overall school program will be limited by a lack of parent participation in school events and a lack of information on the academic and extracurricular activities offered by MAST @ FIU.

Plan to Monitor Progress Toward the Goal	
Review parent participation in school activities	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent participation logs, school website, parent email documentation, percent of parents who identify a positive perception of school on school climate survey

School Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Reading: Limited access to novels and short stories

G1.B1.S1 Literacy Across the Curriculum

Quick Keys: Goal: G051844, Barrier: B130461, Strategy: S142492

Strategy Rationale

By allowing students to read across different disciplines, they will be exposed to a greater variety of texts, stories, journals, articles and other academic reading.

Action Step 1	
Students will utilize research based Reading in all content courses to enhance instruction in core curriculum areas.	
Person Responsible	Matthew Welker
Schedule	Weekly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student work folders, projects and presentations.

Action Step 2	
Students will access a variety of online content rich resources to enhance reading skills in core curriculum areas	
Person Responsible	Matthew Welker
Schedule	Monthly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student work folders, projects and presentations

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Review of lesson plans, pacing guide use and student work samples	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Review of lesson plans, teacher observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
District Interim reports will be assessed to determine effectiveness of strategies	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Data from the Interim Assessment reports will be evaluated to determine student progress. A comparison will be made to the State Assessment at the conclusion of the school year.

G1.B2 Reading: Change in Standardized Assessment from FCAT 2.0 Reading to Florida Standards Assessment in ELA

G1.B2.S1 Standards Based Instruction

Quick Keys: Goal: G051844, Barrier: B130462, Strategy: S142493

Strategy Rationale

Teachers will utilize the resources available on the Florida Standards Assessment Portal: http://www.fsassessments.org/ including training tests to prepare students for the type of assessment they will be taking.

Action Step 1	
Faculty will be trained on the effective use of the FSA portal	
Person Responsible	Matthew Welker
Schedule	Every 6 Weeks, from 8/18/2014 to 6/4/2015
Evidence of Completion	Faculty meeting agenda, student work samples reflecting sample test items from portal

Action Step 2	
Students will be provided with increased opportunities for Academic Writing	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student work folders demonstrating use of Argumentative and Informative writing

Plan to Monitor Fidelity of Implementation of G1.B2.S1	
The administrative team will conduct walk-throughs and check student work folders.	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Teacher lesson plans, student essays, teacher gradebook

Plan to Monitor Effectiveness of Implementation of G1.B2.S1	
Administrative team will conduct assessment of student work samples	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student work folders

G2. Utilize the Early Warning Systems to identify At-Risk students to provide support, intervention and increase achievement.

G2.B1 Reduce the number of students who miss 10 or more instructional days of school from 10% (district data) to 5%.

G2.B1.S1 Develop and implement a school wide attendance policy that aligns with the Code of Student Conduct and district attendance plan.

Quick Keys: Goal: G051845, Barrier: B130470, Strategy: S142497

Strategy Rationale

When students are provided with clear expectations and examples of model student behavior, they will learn appropriate deportment, self awareness and self determination.

Action Step 1	
Parents will be called for Attendance Review Committee (ARC) meetings	
Person Responsible	Georgina Koch
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent notification letters, Student Case Management (SCM) form

Action Step 2	
Students will be notified when there are 5 or greater absences	
Person Responsible	Georgina Koch
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student attendance letters

Action Step 3	
Students will be placed on probationary status for 5 or greater absences	
Person Responsible	Georgina Koch
Schedule	On 8/18/2014
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Monitor attendance through Instructional Planning System	
Person Responsible	Matthew Welker
Schedule	Monthly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent logs for ARC meetings, Student Case Management forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Absentee rate will be monitored	
Person Responsible	Matthew Welker
Schedule	Monthly, from 8/18/2014 to 6/4/2015
Evidence of Completion	School Attendance reports

G2.B2 Reduce the number of students to receive one or more behavior referrals that lead to suspension from 10% (district data) to 5%.

G2.B2.S1 Implement a student behavior contract to include placement on probation

Quick Keys: Goal: G051845, Barrier: B130471, Strategy: S142501

Strategy Rationale

When students and parents understand behaviors expected of a model student, they will have less infractions of the Code of Student Conduct.

Action Step 1	
Students whose behavior does not meet the standards set forth in the Code of Student Conduct will be placed on a behavior contract, which may include a probationary period.	
Person Responsible	Georgina Koch
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student probation contracts

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Review student referral data	
Person Responsible	Matthew Welker
Schedule	Semiannually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student Referral data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Review student referral data	
Person Responsible	Matthew Welker
Schedule	Semiannually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Reduction in number of student referrals

G3. STEM/CTE: The school's Strategic goal is to prepare students to be college and career ready through Science Technology Engineering and Mathematics (STEM) and Career and Technical Education (CTE) courses.

G3.B1 Limited laboratory facilities

G3.B1.S1 Increase use of virtual labs such as Edgenuity.com, and Explore learning.com

Quick Keys: Goal: G051846, Barrier: B130473, Strategy: S142503

Strategy Rationale

Because students have limited access to lab facilities, they will work through virtual simulations of the lab activities to help them gain a more complete comprehension of content taught in the core science classes.

Action Step 1	
Students will complete a minimum of two interactive virtual labs per grading period	
Person Responsible	Christina Escobar
Schedule	Every 2 Months, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student lab logs and data from the websites will be evaluated.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Review of student work folders and teacher lesson plans	
Person Responsible	Matthew Welker
Schedule	Semiannually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Data will be evaluated from the various online sites to determine the volume of student activity on the websites. Teacher gradebook will reflect use of virtual lab activity and corresponding grade.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Data from the Biology EOC will be evaluated to determine impact from virtual lab simulations.	
Person Responsible	Matthew Welker
Schedule	Annually, from 8/18/2014 to 6/4/2015
Evidence of Completion	Data will be collected reflecting student use of the virtual lab simulations and will be cross referenced with the benchmarks assessed by the Biology EOC to determine effectiveness of strategy.

G3.B2 Limited access to technology

G3.B2.S1 Although the school is a one-to-one model, students have limited access to outside technology.

Strategy Rationale

Teachers will digitize their content and deliver instructional strategies which incorporate exposure to CTE coursework

Action Step 1	
Technology teachers will work with students to expose them CTE opportunities.	
Person Responsible	Jose Fernandez
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student participation in CTE events such as Hour of Code and SECME competitions

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Students will complete at least one CTE activity per quarter	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Competition results, data from CTE events (Hour of Code), student work portfolios

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Students will participate in a minimum of one CTE activity per quarter	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Student work portfolios, lab logs, CTE / SECME competition enrollment and results

G4. Promote a positive school culture by involving parents as school partners. Increase support between the home and school to build a strong, continuing family and community involvement with the school. Increase the positive perception of parents to 75% as measured by the school climate survey for the 2014-2015 school year.

G4.B1 Positive perceptions regarding the overall school program will be limited by a lack of parent participation in school events and a lack of information on the academic and extracurricular activities offered by MAST @ FIU.

G4.B1.S1 Involve parents as school partners through increased communication on school academic and extracurricular events.

Quick Keys: Goal: G051847, Barrier: B130475, Strategy: S142508

Strategy Rationale

By offering parents the opportunity to participate in field trips, in-school learning events, and school activities, we strengthen the bond between home and school. When parents are well informed on school events, they are better able to support school goals and student academic perrormance.

Action Step 1	
Provide parents with updates on academic and extracurricular events taking place at the school. Invite parents to become involved through various venues such as chaperoning field trips, volunteering in school, joining Parent Teacher Organization, etc.	
Person Responsible	Matthew Welker
Schedule	Monthly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent emails, volunteer logs, school website

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Review parent email communication, school website, number of parent volunteer hours	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent emails, volunteer logs, school website

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Review parent participation in school activities	
Person Responsible	Matthew Welker
Schedule	Quarterly, from 8/18/2014 to 6/4/2015
Evidence of Completion	Parent participation logs, school website, parent email documentation, percent of parents who identify a positive perception of school on school climate survey

Professional Development

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas.

G1.B2 Reading: Change in Standardized Assessment from FCAT 2.0 Reading to Florida Standards Assessment in ELA

G1.B2.S1 Standards Based Instruction

PD Opportunity 1

Faculty will be trained on the effective use of the FSA portal

Facilitator

LLT, Arleen Senas, Michelle Reyes

Participants

All Faculty

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Faculty meeting agenda, student work samples reflecting sample test items from portal

PD Opportunity 2

Students will be provided with increased opportunities for Academic Writing

Facilitator

LLT, Arleen Senas, Michelle Reyes

Participants

All Faculty

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work folders demonstrating use of Argumentative and Informative writing

G3. STEM/CTE: The school's Strategic goal is to prepare students to be college and career ready through Science Technology Engineering and Mathematics (STEM) and Career and Technical Education (CTE) courses.

G3.B1 Limited laboratory facilities

G3.B1.S1 Increase use of virtual labs such as Edgenuity.com, and Explore learning.com

PD Opportunity 1

Students will complete a minimum of two interactive virtual labs per grading period

Facilitator

Christina Escobar

Participants

Science teachers

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student lab logs and data from the websites will be evaluated.

G3.B2 Limited access to technology

G3.B2.S1 Although the school is a one-to-one model, students have limited access to outside technology.

PD Opportunity 1

Technology teachers will work with students to expose them CTE opportunities.

Facilitator

John Zoeller, Jose Fernandez

Participants

all faculty

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student participation in CTE events such as Hour of Code and SECME competitions

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**