

Arthur And Polly Mays Conservatory Of The Arts



2016-17 Schoolwide Improvement Plan

Arthur And Polly Mays Conservatory Of The Arts

11700 SW 216TH ST, Goulds, FL 33170

<http://apmays.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Arthur And Polly Mays Conservatory Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Arthur and Polly Mays Conservatory of the Arts WILL:

- Provide a seamless fine arts college Preparatory curriculum for students from 6th to 12th grade.
- Prepare students for both college and careers in the Visual, Performing, and Expressive Arts Industry.

b. Provide the school's vision statement.

Arthur & Polly Mays Conservatory of the Arts vision for the future is to be the premier Visual, Performing, and Expressive Arts School in the Nation. Our award winning arts magnets will attract talented students with our rigorous and technologically infused academics and distinguished preparatory arts curriculum.

2. School Environment

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

Mays Conservatory is located in a city filled with great diversity of nationalities and cultures, for this reason, it is imperative that we foster a climate of tolerance and respect. One of the ways this is achieved is by teaching and celebrating the achievements and contributions of various groups such as Hispanics, Women, and African Americans, to name a few. In addition, core values, such as honesty, kindness, generosity, courage, equality and respect are also infused through the implementation of Character Education lessons. Teachers, counselors and administrators take the time to get to know the individual child and their families. Communication is facilitated through Parent-Teacher conferences, which are facilitated through the counselors, in addition to communicating via letters, Connect-Ed messages, and emails in both English and Spanish.

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

Mays Conservatory has four security monitors who supervise students before, during and after school to ensure that students are safe. In addition, the main building where the classrooms are located, has one assistant principal as well as two security monitors who constantly supervise and monitor each floor. During the change of classes, each teacher stands at their doorway in order to assist in keeping hallways clear and safe. Additionally, the school's campus and hallways are fitted with security cameras. The school is also assigned a School Resource Officer, Officer Potts, who patrols the school grounds and assists with the implementation of the Youth Crime Watch program as well as provides anti-bullying lessons to our student body. Additionally, school police has a metal detection team that periodically visits the school to conduct random searches.

c. 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.

Mays Conservatory adheres and complies with the district's Code of Student Conduct for Secondary Students. In addition, we have a school wide progressive Discipline Plan which is presented to all

teachers, students, and parents. Our school has implemented a peer mediation program that is a resource for students needing mediation services. During school hours, we have a SCSi instructor who supervises the students which are placed on indoor suspension. In addition, counselors provide targeted students with counseling and mediation sessions in order to minimize incidents relating to misbehavior.

d. 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.

Mays Conservatory has established a support network to address students' emotional and social needs. Teachers and administrators are observant of students and refer any concerns to the grade-level counselor who immediately gets involved with to provide assistance and guidance. Teachers and counselors constantly strive to communicate and connect with students on a more personal level in order to get to know each student. Although the school is on block schedule, students have an advisement period each day with the same teacher. Counselors identify and provide regular support to students who may be struggling with personal or family issues and provide these families with government and community resources.

3. Early Warning Systems

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

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

Attendance is monitored monthly by the student services staff. Students with 3 or more absences are flagged and progressive attendance interventions are initiated. These include student conferences, parent conferences and home visits.

Students with a course failure in Language Arts or Mathematics are placed in course recovery. Course recovery courses are monitored by teachers, counselors and administrators through progress reports and report cards.

Students with one or more suspensions are referred to the counselors and monitored through the case management system.

Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are placed in an intensive Reading or Mathematics elective. They are monitored by teachers, counselors and administration through formative and summative assessments .

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	5	5	1	4	0	3	18
One or more suspensions	0	0	0	0	0	0	10	9	11	5	3	6	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	7	12	1	13	1	7	41
Level 1 on statewide assessment	0	0	0	0	0	0	30	28	30	28	20	17	15	168
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	1	45	30	4	8	1	9	98

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

Attendance is monitored monthly by the student services staff. Students with 3 or more absences are flagged and progressive attendance interventions are initiated. These include student conferences, parent conferences and home visits by the school social worker.

Students with a course failure in Language Arts or Mathematics are placed in course recovery. Course recovery courses are monitored by teachers, counselors and administrators through progress reports and report cards.

Students with one or more suspensions are referred to the counselors and monitored through the case management system.

Students with Level 1 or 2 score on the statewide, standardized assessment in English Language Arts is placed in an intensive Reading elective. Students with Level 1 score on the statewide, standardized assessment in Mathematics in placed in an intensive mathematics elective. They are monitored by teachers, counselors and administration through formative and summative assessments

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313465>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Mays Conservatory has a partnerships with The University of Miami's Creative Writing Department and the Frost school of Music. In addition, The South Miami Dade Cultural Arts Performing Arts Center works very closely with our school by sending guest artists regularly to give master classes, lectures and performances to students in the correlating strands.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Reid, Martin	Principal
Cargill, Carlene	Teacher, K-12
Green-David, Khyanne	Teacher, K-12
Farrell, Janice	Assistant Principal
Colli, Maria	Teacher, K-12
Voltaire, Emmanuela	Teacher, K-12
Whitaker, Tina	Teacher, K-12

b. Duties

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

The principal and assistant principal for curriculum provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The leaderships team, consisting of the principal, assistant principal, all department chairpersons, lead magnet teacher, librarian and activities director meet weekly to discuss instructional practices and concerns. Departmental instructional planning meetings are conducted weekly.

2. 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.

The function and responsibility of the school based leadership team:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned?

(Response to Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (enrichment opportunities).

2. 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

3. Hold regular team meetings. Use 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.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Arthur & Polly Mays Conservatory Magnet School provides services to ensure that students requiring additional remediation are assisted through pull-out, after school programs such as tutoring, Saturday tutoring sessions and/or summer school. The district coordinates with Title II and Title III in ensuring Arthur & Polly Mays Conservatory Magnet School staff development needs are met. Support services are also provided to our students. Reading coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Arthur & Polly Mays Conservatory Magnet School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs and Arthur & Polly Mays Conservatory Magnet School

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study

Group implementation and protocols.

Title III funds are used to supplement and enhance the programs at Arthur & Polly Mays Conservatory Magnet School for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide: tutorial programs (6-10)parent

outreach activities (6-10) through the Bilingual Parent Outreach Program (The Parent Academy) professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers (K-12) reading and supplementary instructional materials (K-12).

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children

by collaborating with parents, schools, and the community.

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless

children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign.

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Arthur & Polly Mays Conservatory Magnet School participates in a counselor Mediation program and anti bullying program.

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

At Arthur & Polly Mays Conservatory Magnet School all 7th grade students will be placed in a Civics & Career Planning course.

Career guidance and career exploration will help our students to begin making more informed educational

and career choices. Students will receive information on high school course offerings, career options, and the type of academic and occupational training and skills needed to succeed in their field of interest. Additionally, our students will participate in a Career Fair which will introduce students to various career opportunities.

Health Connect at Arthur & Polly Mays Conservatory Magnet School (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS will enhance the health education activities provided by the schools and by the health department.

HCiOS will assure all students receive health education.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Reynel Raynaldo	Student
Martin T. Reid	Principal
Judith Yanowitz	Teacher
Monica Beckles	Education Support Employee
Mary Ceschin	Teacher
David Kirk	Teacher
Maria Freeman	Parent
Arthur Scavella	Teacher
Janet Bell	Teacher
Tina Whitaker	Teacher
Reynel Reynaldo	Student
Tatyana Randall	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The evaluation of the 2015-2016 school improvement plan on May 26, 2016..

b. Development of this school improvement plan

The SAC committee meets specifically to develop and monitor the diverse strategies and procedures for preparation and implementation of the School improvement Plan. The district and State testing data is presented and analyzed in the SAC meetings. This information is evaluated by the SAC members, the leadership team, students and interested members of the community.

c. Preparation of the school's annual budget and plan

The discussion and the approval of the budget by the EESAC committee took place on September 28, 2016..

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

SAC funds were used for awards for students. This project benefited all students. The allocation for EESAC was \$ 2573.00. The funds were distributed evenly.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cargill, Carlene	Teacher, K-12
Whitaker, Tina	Teacher, K-12
Ceschin, Mary	Teacher, K-12
Green-David, Khyanne	Teacher, K-12
Reid, Martin	Principal
Cobb, Ronda	Teacher, K-12
Farrell, Janice	Assistant Principal
Voltaire, Emmanuela	Teacher, K-12
David, Kirk	Teacher, K-12
Gregory, Renee	Teacher, K-12
Colli, Maria	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The team will focus on data analysis and interpretation of the Interim and Mini Assessments to determine the strengths and weaknesses of the students for remediation.

The Reading Department Head will conduct professional development for the team on various reading strategies, ie,reciprocal teaching, WIN Strategies, Close Reading, explicit instruction, and reading in the content area as aligned with Comprehensive Research-Based Reading Plan (CRRP).

The team will closely monitor and assist in the implementation of the Reading Interventions.

The team will establish a Model Reading Classroom to support the teachers in incorporating Reading into

their lessons. The team will assist with the implementation of the Accelerated Reader program and integrate

literacy through technology.

D. Public and Collaborative Teaching

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

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

Teacher collaborate and plan through weekly departmental meetings. All teachers are participating in the book study professional development, "The Motivated Brain", by Gayle Gregory, Martha Kaufeldt, Additionally, the weekly Leadership meetings provide teachers with information to assist in planning.

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

Lesson Study, the Mentor Program and Teacher of the Month program will be used to recruit and retain Highly Qualified teachers. The Principal, Assistant Principals and Leadership Staff will be responsible to ensure implementation.

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

Mays Conservatory presently does not have any new teachers. Nationally Board trained teacher, Mary Ceschin , is available to mentor new teachers if needed. Ms. Ceschin will follow the districts Mentor/ Mentee program and activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Arthur & Polly Mays Conservatory of the Arts provides a rigorous 6-12 college Preparatory Curriculum. It is centered on an exploratory, interdisciplinary, project-based curriculum in a diverse school environment. Our school raises the rigor of content and instruction in the classroom by fostering Document Based Questioning (DBQs), raising student expectations, using technology, increasing critical thinking skills, and motivating our students in and through the arts. The core materials, purchased through the district, are aligned to the Florida Standards. Additionally, The pacing guides that the teachers use are aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

Students are placed in intensive reading and/or mathematics course based on their proficiency level on the state assessment. Additionally, students are grouped into reading , mathematics and/or science intervention groups during their homeroom period based on the proficiency scores and interim assessments.

2. 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: Weekend Program

Minutes added to school year: 1,800

Saturday Academy will be implemented for all students to assist in remediation and/or enrichment activities in the Core Academic Subjects.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Farrell, Janice, jfarrell@dadeschools.net

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

Attendance rosters, monthly assessments, interim assessments, as well as summative, EOC and assessment data will be used to assess the effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

New student orientation and grade level assemblies area used to help sixth grade students transition to Mays Conservatory 6-12. The Middle school counselor meets with all sixth graders to provide them with information to help the transition to the secondary level. Additionally, new student orientation and grade level assemblies are held to provide information to ninth grade students in their transition to the High School. The High School Counselor held grade level meetings with the students. Additionally, they have met individually with all seniors to transition to post secondary.

b. College and Career Readiness

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

Mays Conservatory's current design as a magnet school takes into account the individual interests of students. This serves as the foundation for the framework of the magnet strands. The core classes are now

also organized by magnet strand which will further personalize the learning experience through project-based learning activities which are cross curricular. The student services department will also conduct articulation

seminars for each grade level. These seminars highlight requirements for high school graduation, career/college planning decisions, and subject selection.

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

The Language Arts department provides electives which integrate interesting content generally thought of as supplemental with content reporting categories benchmarks assessed on the state exam. Students in broadcasting and creative writing courses apply the content learned in their language arts classes. The math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Additionally, the Broadcast Magnet students are on a career themed pathway that results in Industry certification in Illustrator, Photoshop and Logic Pro.

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

The following are strategies that will be utilized for the 2016-2017 school year:
Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth grade student who might be interested in taking the PSAT.
Arranging for all eleventh grade students are to take the SAT/ACT
Enrolling the majority of the eleventh grade students in college summit course as an elective.
A College Advisor will spend time with all students on college planning—individually, through the use of career fairs, and grade level meetings, as well as provide students with a financial aid workshop.

4. 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.

The following are strategies that will be utilized for the 2016-2017 school year;;
Increase the number of AP classes offered.
Increase the number of students passing Industry certification exams.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. **1a**

 G088165

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - SWD	
AMO Math - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
Middle School Participation in EOC and Industry Certifications	96.0

Targeted Barriers to Achieving the Goal **3**

- Consistent use of effective delivery methodologies to increase rigor.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Literacy:Computer Labs, Media Center, Accelerated Reader(Middle School), Reading Plus, tablets, IReady, Homeroom Intervention, community school tutoring, Ell tutoring,Florida Achieves, Achieve 3000, Inside program, Edge, Pacing Guide, Item Specifications and targeted Book Study, "The Motivated Brain" -by Gayle Gregory and Martha Kaufeldt
- Mathematics:Computer Labs, Homeroom Intervention, community school tutoring, Ell tutoring, IReady, Gizmos,Edgenuity, Algebra Nation, Odyssey, Pacing Guide, Item Specifications and targeted Book Study, "The Motivated Brain" -by Gayle Gregory and Martha Kaufeldt.
- Science:Computer Labs, Media Center, Homeroom Intervention, community school tutoring, Gizmos, Edgenuity, Science Fair, Essential Labs, interactive notebooks, Pacing Guide, Item Specifications and targeted Book Study, "The Motivated Brain" -by Gayle Gregory and Martha Kaufeldt.
- Social Science:Computer Labs, Media Center, Accelerated Reader(Middle School), tablets, community school tutoring, Pacing Guide, Item Specifications and targeted Book Study, "The Motivated Brain" -by Gayle Gregory and Martha Kaufeldt.

Plan to Monitor Progress Toward G1. **8**

Interim Assessment Data observation and informal assessments will be used to monitor effectiveness of progress toward the goal.

Person Responsible

Martin Reid

Schedule

On 5/31/2017

Evidence of Completion

Interim score reports, Teacher observations, informal tests

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G088165

G1.B1 Consistent use of effective delivery methodologies to increase rigor. 2

 B234439

G1.B1.S1 Integrate a variety of delivery methodologies to enhance instruction and increase rigor across content areas. 4

 S247193

Strategy Rationale

Research indicates student who are exposed to higher order questions and have opportunities to construct their own knowledge tend to increase in academic achievement.

Action Step 1 5

Introduce school wide goal of using Constructivist delivery methodologies and brain research to enhance instruction and increase rigor across content areas.

Person Responsible

Martin Reid

Schedule

On 8/30/2016

Evidence of Completion

Sign-in sheets, Agenda, Anchor Charts, Deliverables

Action Step 2 5

Conduct Professional Development Book Study of "the Motivated Brain" methodologies to enhance instruction and increase rigor across content areas.

Person Responsible

Martin Reid

Schedule

Every 6 Weeks, from 8/30/2016 to 2/16/2017

Evidence of Completion

Sign-in sheets and Agenda

Action Step 3 5

Instructional staff will plan lessons that integrate Constructivist delivery methodologies and brain research to enhance instruction and increase rigor across content areas.

Person Responsible

Martin Reid

Schedule

Weekly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Walk-through logs

Action Step 4 5

Monitoring the consistency and fidelity of implementation of delivery methodologies to enhance instruction and increase rigor across content areas.

Person Responsible

Martin Reid

Schedule

Biweekly, from 10/2/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Walk-through logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the consistency and fidelity of implementation of using Constructivist delivery methodologies to enhance instruction and increase rigor across content areas. Provide additional support as needed in the integration of Constructivist delivery methodologies to enhance instruction and increase rigor across content areas; such as , peer observation of instructional techniques and co-teaching.

Person Responsible

Janice Farrell

Schedule

Weekly, from 10/1/2016 to 10/1/2016

Evidence of Completion

Lesson Plans, Walk-through logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walk-through will be used to observe and monitor effective use of Constructivist delivery methodologies. District support will be provided as needed.

Person Responsible

Martin Reid








Schedule

Weekly, from 10/1/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, walk -through logs, assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1  A321704	Introduce school wide goal of using Constructivist delivery methodologies and brain research to...	Reid, Martin	8/30/2016	Sign-in sheets, Agenda, Anchor Charts, Deliverables	8/30/2016 one-time
G1.B1.S1.MA1  M334839	Monitor the consistency and fidelity of implementation of using Constructivist delivery...	Farrell, Janice	10/1/2016	Lesson Plans, Walk-through logs	10/1/2016 weekly
G1.B1.S1.A2  A321705	Conduct Professional Development Book Study of "the Motivated Brain" methodologies to enhance...	Reid, Martin	8/30/2016	Sign-in sheets and Agenda	2/16/2017 every-6-weeks
G1.MA1  M334840	Interim Assessment Data observation and informal assessments will be used to monitor effectiveness...	Reid, Martin	11/28/2016	Interim score reports, Teacher observations, informal tests	5/31/2017 one-time
G1.B1.S1.MA1  M334838	Classroom walk-through will be used to observe and monitor effective use of Constructivist delivery...	Reid, Martin	10/1/2016	Lesson Plans, walk -through logs, assessment data	5/31/2017 weekly
G1.B1.S1.A3  A321706	Instructional staff will plan lessons that integrate Constructivist delivery methodologies and...	Reid, Martin	9/26/2016	Lesson Plans, Walk-through logs	5/31/2017 weekly
G1.B1.S1.A4  A321707	Monitoring the consistency and fidelity of implementation of delivery methodologies to enhance...	Reid, Martin	10/2/2016	Lesson Plans, Walk-through logs	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Consistent use of effective delivery methodologies to increase rigor.

G1.B1.S1 Integrate a variety of delivery methodologies to enhance instruction and increase rigor across content areas.

PD Opportunity 1

Conduct Professional Development Book Study of "the Motivated Brain" methodologies to enhance instruction and increase rigor across content areas.

Facilitator

Judith Yanowitz

Participants

All Teachers

Schedule

Every 6 Weeks, from 8/30/2016 to 2/16/2017

PD Opportunity 2

Instructional staff will plan lessons that integrate Constructivist delivery methodologies and brain research to enhance instruction and increase rigor across content areas.

Facilitator

Martin T. Reid

Participants

Teaching Staff

Schedule

Weekly, from 9/26/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Introduce school wide goal of using Constructivist delivery methodologies and brain research to enhance instruction and increase rigor across content areas.				\$0.00
2	G1.B1.S1.A2	Conduct Professional Development Book Study of "the Motivated Brain" methodologies to enhance instruction and increase rigor across content areas.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$1,500.00
			Notes: Purchase Books for Book Study			
3	G1.B1.S1.A3	Instructional staff will plan lessons that integrate Constructivist delivery methodologies and brain research to enhance instruction and increase rigor across content areas.				\$0.00
4	G1.B1.S1.A4	Monitoring the consistency and fidelity of implementation of delivery methodologies to enhance instruction and increase rigor across content areas.				\$0.00
Total:						\$1,500.00