

Miami-Dade County Public Schools

# New World School Of The Arts



2017-18 Schoolwide Improvement Plan

## New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

<http://www.mdc.edu/nwsa/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>24</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>25</b>
Professional Development Opportunities	25
Technical Assistance Items	27
<b>Appendix 3: Budget to Support Goals</b>	<b>27</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for New World School Of The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

New World School of the Arts (NWSA) is a Florida Center of Excellence in the Visual and Performing Arts. NWSA provides a comprehensive program of artistic, creative, and academic development through a curriculum that reflects the rich, multicultural State of Florida. The school empowers students to become state, national, and international leaders in the arts by challenging them with innovative ideas as they prepare for professional careers in a global community. These principles guide intensive and rigorous education for talented high school and college arts students.

##### b. Provide the school's vision statement.

We are committed to providing educational and artistic excellence for our students.

#### 2. School Environment

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

All students develop a broad understanding of their roles as artists and citizens; maintaining a climate that reflects ethnic diversity of the community; fostering an environment where students can express their heritage; nurturing respect for others; assuring a protective, and supportive environment which promotes the development of each student's academic and artistic potential; creating opportunities for students to demonstrate their skills and their achievements; by employing an outstanding academic faculty and professional artists strong relationships are built. Faculty members emphasize instructional strategies that are based upon best practices through the application of skills and knowledge rather than repetition of facts. All students show respect and understanding of other cultures through their artwork. The students have many opportunities to experience cultural differences in the arts as they are exposed to methods of training as diverse as African dance or Italian opera. These experiences create an awareness of other cultures broadening NWSA students artistic capacity and enhancing the relationships among teachers and students. Lastly, this environment invites all stakeholders to participate in the cultural education process and lends itself to the awareness of all cultural differences.

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

One of the goals of New World School of the Arts is to encourage independence and responsibility in students. Since the demands put upon students are very high, it is imperative for all students to express a commitment and demonstrate acceptable behavior in order to maintain an orderly learning environment. Students need an environment that is safe and positive for learning. To provide and maintain that environment, there must be an absence of distractions, and disturbances which may interfere with the mutual respect of the student, the class and the school. All safety guidelines established in the Parent-Student Handbook are adhered to on campus, traveling to and from school, and while on field trips. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes necessary for reporting violations of bullying/harassment and any other civil rights policies.

**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.**

To maintain continued enrollment in the school, students will be required to meet the guidelines established in the Miami Dade County Public Schools Code of Student Conduct for Secondary Students as well as abide by the school-based established guidelines that follow:

- Maintain a 3.0 average in all arts courses for each semester.
- Maintain a 2.0 average overall (arts and academic courses combined) each semester for the current academic year.
- Maintain a satisfactory attendance record, including school attendance and class attendance. The attendance status will be determined by administrative evaluation of each student's complete attendance record inclusive of absences, tardiness, and outdoor suspensions.
- Maintain appropriate acceptable behavior.
- Participate fully in all rehearsals and performances as designated by the deans and arts faculty. This participation takes priority over any other extracurricular activities. Failure to adhere to these guidelines may result in the student's dismissal from the program. Any student who fails to meet these requirements is placed on formal probation for the following semester. However, students who seriously violate the Code of Student Conduct risk immediate formal probation or possible return to their home school. Midway through each semester, students and parents are notified if the student's performance is unsatisfactory through the regular nine-week report card. Guidance counselors meet with students; assist in defining the problem and aid student's in determining a proper course of action.

**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.**

Counselors at NWSA ensure the social-emotional needs of all students by providing periodic small group counseling services, individual counseling, peer counseling and community agency referrals. The programmatic focus emphasizes student development, self-knowledge and self-acceptance. During the periodic small group counseling sessions, the topics explored include: responsible behavior, problem solving and decision-making skills.

Peer counseling takes place, which includes conflict resolution strategies, proper communication skills, effective assertiveness and self-esteem building. The school also implements the Values Matter curriculum.

When needed, referrals to community agencies are provided to students and parents based on counselor assessment to receive extended counseling services.

In addition, community agencies that have a close relationship with our school provide training to staff and students on various topics such as sexual minority issues, diabetes, etc.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

We currently utilize various data reports to track and monitor indicators, as well as varied interventions when Early Warning indicators are detected. Data includes, attendance reports, suspension reports, file download manager, and class failure records through which we identify students who have attendance, behavior, or academic concerns. Through our probation policy/criteria, we identify students that need to be placed on a probation contract. Probation is for one full semester and students are closely monitored by administration and counselors to including grade point averages, attendance and behavioral issues. Several conferences are held with parents and



students that are on probation. Students with a Level 1 in ELA are placed in an Intensive Reading class. Students who have failed a standardized assessment are eligible and encouraged to attend any of the tutorial programs offered such as Saturday School, Lunch Tutoring or Before-School tutoring.

**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	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	5	1	9	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	6	15	11	7	39	

**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	0	0	0	7	1	6	0	14	

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

Students reports are pulled and a conference is set with students whose attendance and/or tardies reach above 5. If a student's attendance becomes excessive whether for absences or tardies, the student may be placed on an attendance probation after meeting with parents. For students failing an EOC in an assessed subject area or failing an ELA or Math course, pull out tutoring is being provided and students are targeted for the Saturday Tutorial program. Additionally, pull-out tutoring and a mentoring program is also provided for students in need of extra assistance in Reading. The Gradual Release of Responsibility model and the Response to Intervention (RtI) model are also in place. Departmental planned meetings with administration take place to review data and set goals for identified students.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**



New World School of the Arts is fortunate to have a very committed Parent Teacher Student Association, which is involved in a variety of support efforts including, but not limited to, representation on the Arts Foundation Board, acting as liaisons with the four art strand deans, assisting with auditions and orientations, volunteering as chaperones for the school's many field trips, fundraising to provide "Rising Stars" Program and student agenda books. In addition, there are booster clubs in each of the disciplines working to make sure that the students are able to attend many competitions and invitational performances. Many activities and communications are sent to parents via the Connect Ed system as well as through our in-house phone text communication, named Pigeon Hotwire. Thus, through these organizations and communication systems as well as with social media, it is very feasible to share and communicate with all parents at different levels.

## 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.

The school has a very strong partnership with Miami Dade College, The University of Florida, The NWSA Foundation Board, The NWSA Executive Board as well as with many of the neighboring business in downtown Miami. The school also has the support of local public servants including the entire Miami-Dade delegation of the Florida Legislature. Monthly meetings are held with the various boards comprised of many local business and founding partners. All performances and shows are open to the public and many are hosted by venues in our community. Collaborative structures are established to engage all stakeholders to include the use and accountability of the school's data and measurable results.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Bryant, Contessa	Principal
Pazos, Ana	Assistant Principal
Joseph-DeCayette, Michele	Teacher, ESE
Stujenske, Christina	Teacher, K-12
Supplice, S-Ralph	Teacher, K-12
Miranda, Martha	Teacher, K-12
Murias, Barbara	Teacher, K-12
Cabarcos, Pamela	School Counselor
Beatty, Priscilla	School Counselor
Villoch, Gwendolyn	Teacher, K-12
Ricot, Cassandre	Teacher, K-12
Losa, Christian	Teacher, K-12
Cabrera, Kenny	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 administrators, Evonne Alvarez Principal and Ana Pazos, Assistant Principal: Ensure implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provide a common decision for the use of data driven instruction and decision making. Convey with parents regarding MTSS/ RtI plans and activities the school will provide to effectively enhance student achievement.
- Michelle Joseph-DeCayette, Exceptional Student Education (ESE) teacher: Collaborates and consults with general education teachers to plan activities and to facilitate learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Department Chairpersons (Cassandra Ricot, Math; Christian Losa, Language Arts; Kenny Cabrera, Reading; Christina Stujenske, Science; S. Ralph Supplice, Social Studies; Dr. Martha Miranda, Electives; Barbara Murias, Magnet Lead Teacher/Activities Director; Gwen Villoch, Test Chairperson; Priscilla Beatty, Student Services; Pamela Cabarcos, Student Services): Teachers who share the common goal of improving instruction for all students will work to build staff support, internal capacity, and sustainability over time as well as serve as a liaison between the administrative team and all departments. Members of the team were selected because of their position and expertise in certain areas, and the administration provides a commitment to ensure the use of data for decision-making; the teachers will provide curricular information and participate in student data collection; reading teacher will facilitate and support data collection activities; and the Department Chairs provide guidance with respect to using and evaluating data for their respective departments as well as integrating materials for instruction and intervention activities.

**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 MTSS/RtI Leadership Team, is strategically integrated to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The responsibilities of this team includes the following:

- Meet once a month;
- Analyze data and drive instruction based on deficient standards;
- Review Progress monitoring data to identify students meeting/exceeding benchmarks;
- Provide best practices and strategies to implement for students not meeting standards;
- Identify professional development needs based on data to drive instruction;
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits;
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction;
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students;
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Provide support for tutorial programs, materials and instructional time as needed.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
S Ralph Supplice	Teacher
Daniel Lewis	Business/Community
Christina Stujenske	Teacher
Jessica Gonzalez	Teacher
Monica Fuentes	Education Support Employee
Evonne Alvarez	Principal
Andrew Beall	Teacher
Maria Martinez	Teacher
Kenny Cabrera	Teacher
Antonio Crawford	Parent
Maggie Mestre	Parent
Faith Duncombe	Student
Alain Durand	Business/Community
Sabrina Crews	Parent
Lisette Guillermo	Business/Community
Heidi Brito	Parent
Alexa Abril	Business/Community

## **b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### **a. Evaluation of last year's school improvement plan**

EESAC was actively involved with the whole process of the School Improvement Plan from the development to the evaluation of the end of the year process by providing input at all EESAC Meetings. Intensive data review and discussion was shared among all stakeholder groups. EESAC provided funding as needed in areas agreed upon for the School Improvement Plan in support of student achievement as well as assisted in the support of realistic interventions. During the final EESAC meeting the committee discussed the effectiveness of the instructional strategies as well as possible improvement steps for the following year.

#### **b. Development of this school improvement plan**

The purpose of a EESAC is to assist with the evaluation of data, and with the development of strategies and interventions to meet the needs of academic barriers which will be included in the School Improvement Plan. The SIP is monitored throughout the school year and any necessary adjustments are made depending on data trends and/or needs.

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

The annual budget is discussed and presented at EESAC meetings. Additionally, an annual budget training is provided at an EESAC meeting,

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

\$1499.00 to the Office of the Principal's Budget to be used for Tutorial Programs, Educational Programs, Competitions, Incentive and/or Recognitions .

\$1500.00 to support Teacher Sponsored Educational Field Trip.

**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
Villoch, Gwendolyn	Teacher, K-12
Bryant, Contessa	Principal
Beatty, Priscilla	School Counselor
Murias, Barbara	Teacher, K-12
Joseph-DeCayette, Michele	Teacher, ESE
Miranda, Martha	Teacher, K-12
Pazos, Ana	Assistant Principal
Ricot, Cassandre	Teacher, K-12
Supplice, S-Ralph	Teacher, K-12
Stujenske, Christina	Teacher, K-12
Cabarcos, Pamela	School Counselor
Losa, Christian	Teacher, K-12
Beall, Andrew	Teacher, K-12
Cabrera, Kenny	Teacher, K-12

**b. Duties**

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

The goal of New World School of the Arts Leadership Team is to promote and ensure that academic achievement occurs through a targeted school-wide approach; therefore a literacy model is implemented by all teachers (academic and arts) that will infuse the elements of reading into their curriculum and provide additional assistance for students as needed. Additionally, a major initiative will be placed on data disaggregation and utilizing data to drive instruction and to plan for differentiated instruction. Incorporate blended curriculum to reflect the standards throughout all the disciplines.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Given the fact that this is a small school, all academic teachers have common planning for one hour and ten minutes every afternoon. With that said, each department has between four-five staff members making it extremely feasible to communicate and collaborate on an on-going basis. Additionally, all staff members share a common office space area, thus allowing them to communicate about students that they may share and exchange concerns or accolades. Furthermore, cross-curriculum planning is encouraged and practiced within core areas such as Mathematics and Science as well as Language Arts and Social Studies. Staff members are very active in attending student performance and exhibition after school work hours allowing them to expand the working relationship to include student support in their respective art strands. Professional development opportunities are also designed and implemented to meet the needs of the teachers according to our in-house survey. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Strategies:

Provide professional development; Bi-monthly meetings with Department Chairs to discuss curricular content focus; Department Chairs and Highly Effective Teachers in a given subject will participate in the interview process for new hires; Common planning time will be provided for teachers; Implement Instructional Performance and Evaluation Growth System (IPEGS); Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

Persons Responsible:

PD Liaison

Department Chairs

Administrator, Department Chairs and HQ Teacher

Administration and Leadership Team

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

Mentoring activities include but are not limited to, school procedures, classroom management, gradebook support, writing effective lesson plans, curriculum planning, and best practices. Additionally, common planning is provided allowing for professional growth opportunities and mastering of pedagogical and subject matter skills. Pairing is based on departmental affiliation and compatibility. Mentors participate in the district's training program for New Teacher Mentors.

## **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.***

Our school uses District adopted/supported instructional programs and materials to create ongoing opportunities for teachers to plan and discuss curriculum aligned to the Florida State Standards. Technology is infused throughout all curriculum content areas. School leadership facilitates

conversations and learning opportunities to promote professional growth in instructional practices allowing for greater understanding of the curriculum 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.**

Data is collected from topic tests, mini-assessments, and classroom assessments to modify lessons and activities as well as provide differentiated instruction based on identified needs. Regular meetings are held to make decisions about literacy and instruction in the school which may include data chats. Resources to support instruction are provided as requested by staff. Teachers are encouraged to use the Gradual Release Model in order to provide necessary assistance for students having difficulty mastering proficiency on state 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:** 600

Students will have the opportunity to take part in the following as well as the use of technology :

- Saturday School Tutoring Program
- Lunch-time Tutoring
- Adult School –Credit Recovery
- Intensive Courses –Remediation
- Dual Enrollment – Curriculum Advancement
- Advanced Placement Courses –Enrichment and Advancement
- Saturday School Tutoring Program for SAT/ACT

### **Strategy Rationale**

Enrichment and remediation in core academic instruction.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Bryant, Contessa, pr7901@dadeschools.net

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

Data is collected throughout the school year. Students are administered topic tests, classroom assessments as well as FSA and/or EOC assessments. Data reports are provided through faculty and student data chats. This data is collected and analyzed to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

## **2. Student Transition and Readiness**



**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Academic and career planning provided by Guidance Counselors and Magnet Arts Teachers. Furthermore, the CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and Universities. Collaboration across all grade levels, content areas and the college occurs in order to make sure student transition is successful. Prior to the start of every school year, the school has a Parent-Student Meeting to aid students and parents in the transition process into a new school setting. Counselors meet with the students in whole groups and one to one settings to discuss subject selection and post secondary career options. Additionally, new students to the school attend a one week orientation during the summer.

**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.**

NWSA offers courses such as music appreciation, music theory and techniques; dance aesthetics, modern dance and choreography; set design, stage management and playwriting; art history, sculpture, 3-D design, photography and painting, through the various art disciplines who also provide academic and career planning for students. Every year students and parents are given a curriculum guide, class meetings are conducted by the counselors, and parents are invited to attend one-on-one meetings to finalize subject selection including elective courses. For incoming freshman, subject selection/articulation meetings are conducted by the counselors, and parents are invited to attend one-on-one meetings to finalize subject selection, including elective courses. The school offers a summer program to introduce freshmen to the special demands of NWSA as well as a transition course and a course in their art discipline. Academic and career planning are provided by Guidance Counselors and Magnet Arts Teachers. Furthermore, the CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and Universities. NWSA administers the PSAT free of cost to all tenth grade students as provided by the district. All ninth and eleventh graders are also encouraged to take the PSAT. The student services team constantly reviews and monitors student progress towards qualification for the Florida Bright Futures Program. All students at NWSA begin earning dual enrollment credit in their tenth grade class within their arts elective. Therefore, NWSA students have the opportunity to graduate with 24 dual enrollment credits in the arts.

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

NWSA promotes programs of study in their arts strand so that students see the relevance of their programs of study and have a better understanding and appreciation of the post-secondary career opportunities available, as well as a plan for how to acquire the skills necessary to take advantage of those opportunities.

Additionally, the school offers elective courses and club activities in technology, writing, set design, stage management, music appreciation, dance aesthetics and electronic portfolio development that aid in preparing students for a post-secondary transition.

The use of print media facilitates reading and reporting on articles relevant to students' interest, health issues, and current classes. Students are required to read and orally report on a variety of subjects each week. Students utilize guiding questions to summarize articles in written and oral



presentations.

New World School of the Arts School offers Advanced Placement courses and dual enrollment courses through collaboration with Miami Dade College.

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

Students select a focus of study based on the magnet theme for which they auditioned and were accepted. Rigorous requirements are included in each strand of study along with a rigorous academic curriculum inclusive of Advanced Placement courses and Dual Enrollment courses. Additionally, the school offers elective courses and club activities in technology, writing, set design, stage management, music appreciation, dance aesthetics and electronic portfolio development that aid in preparing students for a post-secondary transition.

**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.**

Increase the number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessments such as the SAT, ACT and the PERT through sample tests on school wide testing days and through the use of SAT/ACT Saturday tutorials (in particular for eleventh grade students) as well as strategies implemented in their classes; Increase student participation and performance in Advanced Placement (AP) and Dual Enrollment courses; Provide tutoring to increase assessment results; Increase the number of 9th and 11th graders taking the PSAT to help them prepare for the SAT.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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**

 G096776

### Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	
ELA/Reading Lowest 25% Gains	
AMO Reading - Hispanic	
AMO Math - African American	
AMO Math - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Reading - African American	
AMO Reading - White	

### Targeted Barriers to Achieving the Goal **3**

- Teachers have limited evidence of planning and sequencing of rigorous, purposeful, engaging and technological instructional activities.

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

- Model Lessons,
- Learning Village
- Topic Test
- Mobile Devices
- PowerBI
- Staff willingness to collaborate is evident
- Common planning time
- School culture is communicative and open
- Non-transient staff
- Small student body enables instructors to effectively identify, target, and respond to individual student needs
- Experienced and well versed counselors who develop individualized student progression plans
- Content knowledge of staff is excellent
- Promethean Board
- Gateway 2 Data
- Remind 101
- Discovery Education
- DOK Levels
- CPALMS

- Textbook resources
- Test Item Specifications
- District Pacing Guides
- Naviance

### Plan to Monitor Progress Toward G1. 8

Consistently monitoring through core disciplines.

**Person Responsible**

Contessa Bryant

**Schedule**

Weekly, from 10/16/2017 to 6/7/2018

***Evidence of Completion***

Data disaggregation, student collaboration, classroom observation and lesson plans


## 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

 G096776

**G1.B1** Teachers have limited evidence of planning and sequencing of rigorous, purposeful, engaging and technological instructional activities. 2

 B260315

**G1.B1.S2** Provide professional development for teachers across all content areas to support the integration of technology blended lessons. 4

 S275734

### Strategy Rationale

Professional development will provide teachers with the skills and support needed so that they can seamlessly integrate technology into their daily lessons.

### Action Step 1 5

Provide Professional Development on Promethean Board in order to assist teachers on how to incorporate technology into their lessons.

#### Person Responsible

Contessa Bryant

#### Schedule

Annually, from 10/27/2017 to 6/1/2018

#### Evidence of Completion

Sign in sheet, lesson plans, use of electronic boards when available.

### Action Step 2 5

Provide professional development on the use of the One Drive and ClassFlow in order to incorporate in their lessons.

#### Person Responsible

Contessa Bryant

#### Schedule

Semiannually, from 10/2/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans, online folders, use of technology, sign-in sheets

### Action Step 3 5

Professional Development provided to promote literacy and communication skills across the curriculum.

**Person Responsible**

Contessa Bryant

**Schedule**

Semiannually, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Meeting agenda and sign-in sheets.

### Action Step 4 5

Student Handbook and Attendance orientation meetings provided through grade level assemblies and parent nights.

**Person Responsible**

Contessa Bryant

**Schedule**

On 10/11/2017

***Evidence of Completion***

Attendance sheets, agenda, and signed student handbook roster.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Consistently monitor the fidelity of the implementation of the use of technology within the lesson.

**Person Responsible**

Contessa Bryant

**Schedule**

Weekly, from 10/10/2016 to 6/5/2017

***Evidence of Completion***

Walkthrough notes



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Consistently monitor the fidelity of the implementation of the use of technology in the classroom by reviewing lesson plans and student portfolios as well as conducting classroom observations.

**Person Responsible**

Contessa Bryant








**Schedule**

Weekly, from 10/24/2016 to 6/5/2017

***Evidence of Completion***

Walkthrough notes, student portfolios and lesson plans

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.MA1  M398902	Consistently monitor the fidelity of the implementation of the use of technology in the classroom...	Bryant, Contessa	10/24/2016	Walkthrough notes, student portfolios and lesson plans	6/5/2017 weekly
G1.B1.S2.MA1  M398903	Consistently monitor the fidelity of the implementation of the use of technology within the lesson.	Bryant, Contessa	10/10/2016	Walkthrough notes	6/5/2017 weekly
G1.B1.S2.A4  A370534	Student Handbook and Attendance orientation meetings provided through grade level assemblies and...	Bryant, Contessa	8/25/2017	Attendance sheets, agenda, and signed student handbook roster.	10/11/2017 one-time
G1.B1.S2.A1  A370531	Provide Professional Development on Promethean Board in order to assist teachers on how to...	Bryant, Contessa	10/27/2017	Sign in sheet, lesson plans, use of electronic boards when available.	6/1/2018 annually
G1.B1.S2.A2  A370532	Provide professional development on the use of the One Drive and ClassFlow in order to incorporate...	Bryant, Contessa	10/2/2017	Lesson plans, online folders, use of technology, sign-in sheets	6/1/2018 semiannually
G1.MA1  M398904	Consistently monitoring through core disciplines.	Bryant, Contessa	10/16/2017	Data disaggregation, student collaboration, classroom observation and lesson plans	6/7/2018 weekly
G1.B1.S2.A3  A370533	Professional Development provided to promote literacy and communication skills across the...	Bryant, Contessa	10/2/2017	Meeting agenda and sign-in sheets.	6/7/2018 semiannually

## 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** Teachers have limited evidence of planning and sequencing of rigorous, purposeful, engaging and technological instructional activities.

**G1.B1.S2** Provide professional development for teachers across all content areas to support the integration of technology blended lessons.

### PD Opportunity 1

Provide Professional Development on Promethean Board in order to assist teachers on how to incorporate technology into their lessons.

#### Facilitator

Ms. Amanda Leich, Mr. Andrew Beall and Mr. Chris Losa

#### Participants

Teachers

#### Schedule

Annually, from 10/27/2017 to 6/1/2018

### PD Opportunity 2

Provide professional development on the use of the One Drive and ClassFlow in order to incorporate in their lessons.

#### Facilitator

Mr. Christian Losa and Mr. Andrew Beall

#### Participants

Teachers

#### Schedule

Semiannually, from 10/2/2017 to 6/1/2018

### **PD Opportunity 3**

Professional Development provided to promote literacy and communication skills across the curriculum.

#### **Facilitator**

Ms. Joseph-DeCayette, Ms. Bejerano, , Ms. Gifford, Ms. Meneses, Mr. Buffalo, and Mr. Hoover

#### **Participants**

Teachers

#### **Schedule**

Semiannually, from 10/2/2017 to 6/7/2018

## 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.S2.A1	Provide Professional Development on Promethean Board in order to assist teachers on how to incorporate technology into their lessons.	\$0.00
2	G1.B1.S2.A2	Provide professional development on the use of the One Drive and ClassFlow in order to incorporate in their lessons.	\$0.00
3	G1.B1.S2.A3	Professional Development provided to promote literacy and communication skills across the curriculum.	\$0.00
4	G1.B1.S2.A4	Student Handbook and Attendance orientation meetings provided through grade level assemblies and parent nights.	\$0.00
Total:			\$0.00