

Miami-Dade County Public Schools

Miami Arts Charter School



2017-18 Schoolwide Improvement Plan

Miami Arts Charter School

95 NW 23RD ST, Miami, FL 33127

www.miamiartscharter.net

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 6-12	No	4%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	80%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	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

N/A

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

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Miami Arts Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Miami Arts Charter School is to provide a rigorous academic education that considers the fine arts a core educational priority. Our goal is to awaken students' minds and hearts through an expectation of high competence from all, providing instruction clearly related to the world and developing autonomy skills leading to an elevated sense of student ownership for learning.

Through an intensive immersion in the advanced core subjects as well as the fine arts, students will develop a sense of connection to one another and the world. Specializing in instruction in music, dance, visual art, drama and creative writing. Miami Arts Charter School will provide students with opportunities to achieve excellence through meaningful academic work and inspiring performance experiences that will propel their artistic creativity exciting them about life itself.

b. Provide the school's vision statement.

The vision of the Miami Arts Charter School is to be the best choice for highly artistic students to receive an innovative and challenging rigorous liberal arts education. We will provide an inspiring growth environment sparking curiosity in all students as they develop intellectually, creatively and artistically toward the achievement of career goals and becoming life-long learners.

2. School Environment

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

Miami Arts Charter School continually develops an awareness of cultural identity and how it affects education. The teachers understand that their teaching practices and interactions with their students can influence the academic success of their students. Teachers develop lessons related to students sharing their cultural identities and discovering their cultural heritage. Teachers use culturally relevant teaching to relate to their students and develop a connection between the teacher, student, and students' culture. Awareness of students' cultures are fostered through positive teacher and student relationships. Teachers are able to create a positive environment where students feel valued when there is mutual respect and understanding. Teachers are able to do this by including students' viewpoints in the development of certain classroom expectations and responsibilities.

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

Miami Arts Charter School provides an environment where students feel safe and respected by providing rules and norms, as well as a sense of physical and social-emotional security. The school clearly communicates rules about physical violence, verbal abuse, harassment, and bullying. Administrative staff and school security personnel are always available to monitor before, during, and after school to ensure that students are constantly under adult supervision. During school, teachers use supportive teaching practices, such as encouragement, constructive feedback, and support for independent thinking. Teachers also provide an atmosphere conducive to classroom discussions, academic challenge, as well as individual attention. This kind of support for learning fosters a safe environment for students.

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.

Miami Arts Charter School offers a school-wide behavioral system that coincides with each teachers' individual classroom behavior management plans as well as the District Student Code of Conduct. The school has two main goals: to ensure the safety of staff and students and to create an environment conducive to learning. Student behaviors that are inappropriate are first dealt with in the classroom by the teacher. When three interventions and a parent contact have been documented, a referral will be issued and sent to administration. Administration will then determine appropriate disciplinary action. Teacher interventions include warnings, seat change, parent contact or conference, and Saturday detention. Administrative disciplinary action include parent conference, lunch detention, Saturday detention, and outdoor suspension. This uniform behavioral system ensures that distractions by students in the classroom remain minimal.

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.

Miami Arts Charter School ensures that the social-emotional needs of all students are being met by providing counseling, mentoring, and after school club activities. Students are able to walk in or request an appointment with the guidance counselor when the need arises. The mission of the Miami Arts Charter School Student Services Department is to provide a developmental program that will facilitate and support the educational achievement of all students. The program focuses on personal development, academic success, and postsecondary planning. Our goal is to promote students' sense of responsibility personally, socially, and academically, so that students can work towards their full potential. With the mission at the forefront, we believe that an effective guidance and counseling program is an integral part of the three Cs: Counseling, Consultation, and Collaboration. Counseling: We provide individual counseling and group workshops to support the personal, academic, and postsecondary pursuits of every student. Counselors lead group workshops at each grade level. The goal of counseling is to take a proactive and preventative approach when possible, but also to work with students to resolve current issues that impact personal growth and academic achievement. Consultation and Collaboration: Counselors consult with teachers, parents, and administrators on a continual basis. Counselors collaborate with district student services personnel and outside community resources to solve problems, promote a positive school climate, and ensure on-going communication between the high school and outside agencies. This team approach enhances the opportunity for all students to attain their educational goals. Since fostering positive teacher-student relationships is important at Miami Arts Charter, students can also receive additional support from their teachers both before and after school. After school club activities aids in the social-emotional needs of students by providing them with positive peer relationships and a sense of belonging to a group.

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.

Early Warning System: Attendance below 90%

- Attendance bulletins are printed and reviewed daily. The attendance bulletin reveals all relevant attendance data for the day, including students who are absent, tardy, picked up early, and suspended.

- Parents and guardians of students who are absent, whether excused or unexcused, are called after the third absence. This call is documented on a log.

- Parents and guardians of students who are absent, whether excused or unexcused, are mailed home a letter stating the amount of times the student has been absent and the dates the student has been absent.
- Parent/student/teacher conferences are conducted so that all parties are aware of the situation.

Early Warning System: One or more suspensions

- Students with one or more suspensions are identified and required to attend conferences with teachers and parents. During these conferences, students are informed of the student code of conduct and warned of continued misbehavior resulting in more suspensions. Further strategies are implemented to promote positive changes in behavior.
- Continued misbehavior resulting in suspensions results in dismissal from school events.

Early Warning System: Course failure in English Language Arts and mathematics

- Teachers maintain regular “data chats” with students on a weekly basis to inform students of their grades in their classes and scores on state assessments.
- Teachers employ effective strategies in order to aide students who are failing English Language Arts and/or Mathematics and document effectiveness based on student data.
- Students attend after school tutoring.
- Students in middle school are enrolled in a Literacy Lab course, which is a supplemental English Language Arts course.
- Students in middle school are enrolled in an Intensive Math course, which is a supplemental Mathematics course.

Early Warning System: A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts and Mathematics

- Students who have scored a level 1 or 2 on the FSA Reading 2016-2017 Assessment are enrolled in an Intensive Reading course.
- All Middle school Level 1 or 2 students are enrolled in an Intensive Mathematics course.

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	2	15	12	3	15	9	7	63
Level 1 on statewide assessment	0	0	0	0	0	0	23	51	70	54	41	51	45	335

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	33	74	90	57	11	35	12	312

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

Miami Arts Charter School employs several strategies to improve the academic performance of its students. The administrators and teachers analyze individual student data, as well as school-wide

data in order to implement interventions for continual improvement. Students are made aware of their individual data in order to allow students to take ownership of their education. Students become involved in the improvement process and are able to monitor their own gains. Teachers of Miami Arts Charter School offer before and after school tutoring for students needing more help beyond the classroom. Intensive Math and Intensive Reading classes are offered to students in grades 6, 7, and 8 that have scored below a 3 on the FSA Math and/or the FSA Reading the previous year. A Learning Strategies course is offered to students in grades 6, 7, and 8 in order to supplement their English Language Arts class and to develop critical time management, organizational, and study skills. Teachers have regular meetings with their students to discuss data, progress, and improvement areas. These meetings are documented by the teacher and follow ups with the student continue throughout the year. Grade level teachers-parent-student conferences, as well as teacher-parent conferences are also conducted regularly in order to develop constant communication between the school, student, and parents. Through the RTI/MTSS process, students are identified and interventions are established based on student needs. These interventions are monitored regularly for fidelity and effectiveness in order to ensure student progress.

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

Miami Arts Charter continues to maintain positive relationships with families. The school achieves this by encouraging parents to be active in their child's education at Miami Arts Charter by attending parent-teacher conferences, Parent Night meetings held by various Arts departments at the school, and attending student performances and activities. Miami Arts Charter Schools requires teachers to maintain communication with parents so that they are informed of their child's progress through phone calls, emails, Gradebook and progress reports. The school also maintains a website in which both parents and students can find a news bulletin with updated information about upcoming events and achievements. Also, the website contains subscription options for all teachers, in which parents can receive email or text alerts about student progress or class assignments. Each teacher has their own webpage within the school website, in order for teachers to communicate to parents and students.

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.

Miami Arts Charter builds partnerships with the local community by performing at different local venues, such as restaurants, auditoriums, and theaters. The school is able to create sponsorships with local organizations. By providing students with the opportunity to perform or express their art, Miami Arts Charter is fostering a sense of connection to one another and the world, which is in accordance to the school's mission and vision.

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
Delarosa, Alfredo	Principal
Torres, Carolina	Assistant Principal
Solorzano, Oscar	Assistant Principal
Esperon, Bryan	Teacher, ESE
Delateja, Nancy	Teacher, K-12
Chaffardet, Michelle	Teacher, K-12
Delarosa, Christine	Assistant Principal
Quintero, Ivan	Teacher, K-12
Rosales, Luis	Teacher, K-12
Costadoni, Valeria	Teacher, K-12
Diaz, Aramis	Assistant Principal
Barreiro, Valerie	Teacher, K-12
Fernandez, Nicole	Teacher, ESE
Gitman, Yudelkis	School Counselor
Johnson-Bethel, Lolita	Teacher, K-12
Martinez, Oslia	Teacher, K-12
Wilson, Preston	School Counselor

b. Duties

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

Tier 1(Leadership Team)

* Administrator(s) (Alfredo De La Rosa, Aramis Diaz, Dania Previl and/or Carolina Torres) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving.

*School reading, language arts/English, math, science, Social Studies Department Chairs (Valeria Costadoni, Nancy Delateja, Ania Someillan, Caleb Marcelin, Erin Larson, Eric Perez, Jamey Potts, Ivan Quintero), ESE/ESOL Specialists (Aime Hernandez & Nicole Fernandez), School Counselors (Yudelkis Gitman & Preston Wilson), Member of advisory group, community stakeholders, parents (EESAC)

*In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (weekly) to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

Tier 2

Assistant Principal (Aramis Diaz, Dania Previl and/or Carolina Torres), and ESE/ESOL Specialist

(Aime Hernandez & Nicole Fernandez) members of the MTSS/Rtl Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Principal (Alfredo De La Rosa), Assistant Principal (Aramis Diaz, Dania Previl and/or Carolina Torres), and ESE/ESOL Specialist (Aime Hernandez) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

Tier 2

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
ALFREDO DE LA ROSA	Principal
INDIRA GONZALEZ	Parent
JENNIFER KENNEY	Parent
JULIO BAQUE	Business/Community
MARIA GARCIA	Parent
RAY KIMSEY	Business/Community
VALERIA COSTADONI	Teacher
VENESSA REVILLA	Education Support Employee
LEO ARTECHE	Teacher
LOGAN BLOCK	Teacher
MICHAEL ROJAS	Parent
ARTHUR DELGADO	Student
CHASTITY MOBLEY	Parent
ARI BARBELLA-BLAHA	Student
PHILIP SCHWARTZMAN	Teacher
SANDRA BERTOLEO	Parent
NIKKI FERNANDEZ	Education Support Employee
ERIC PEREZ	Teacher
ANNE PROUD	Parent
CODY WALKER	Teacher

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

The Miami Arts Charter School Advisory Council's function is to bring together all stakeholders and involve them in an authentic role in decisions, such as reviewing the school improvement plan, both past and current, and the preparation of the school's annual budget and plans, which affects instruction and the delivery of programs. The School Advisory Council works to ensure improved student achievement.

Regular meetings are scheduled in order for the School Advisory Council to evaluate last year's school improvement plan and apply necessary recommendations and strategies for improvement in this year's school improvement plan. At the end of the year, the School Advisory Council meets to

discuss the strategies that were implemented in the past year. The School Advisory Council then decides whether the school should implement the effective strategies for the next year or if the strategy needs to be altered for increased student achievement.

b. Development of this school improvement plan

The School Improvement Plan will be used extensively to not only provide guidance for future school-wide development, but to communicate instructional performance data with students and parents. Sharing of performance information will be made more useful by engaging the SAC to become involved in contributing to the school improvement plan. Thus, the school's stakeholders will have an ongoing opportunity to receive accurate information, analyze options and contribute to the betterment of the school's goals through shared instructional data. The School Advisory Council works to ensure improved student achievement. Regular meetings are scheduled in order to meet the goal of the Council, which is to achieve consensus in decision making.

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

Financial controls will include an annual independent financial audit and a report of financial statements submitted to the board and sponsor on a monthly basis as a method to guard the school's finances and ensure sound fiscal practices. The practices detailed herein, and any future activities deemed necessary and appropriate, will be diligently enacted to promote academic success and financial efficiency.

The EESAC will assist in the preparation and evaluation of the School Improvement Plan (SIP), will assist the principal in the development of the annual budget, make decisions regarding the use of funds allocated by the Florida Legislature to the school advisory councils and, with staff, must decide on the use of School Recognition Funds awarded to the school.

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

The projected use of school improvement funds includes \$5000.00 which is allocated for materials to improve students' performance on state assessments.

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
Delarosa, Alfredo	Principal
Torres, Carolina	Assistant Principal
Costadoni, Valeria	Teacher, K-12
Rosales, Luis	Teacher, K-12
Quintero, Ivan	Teacher, K-12
Delarosa, Christine	Assistant Principal
Delateja, Nancy	Teacher, K-12
Esperon, Bryan	Teacher, ESE
Solorzano, Oscar	Assistant Principal
Chaffardet, Michelle	Teacher, K-12
Barreiro, Valerie	Teacher, K-12
Diaz, Aramis	Assistant Principal
Fernandez, Nicole	Teacher, ESE
Gitman, Yudelkis	School Counselor
Johnson-Bethel, Lolita	Teacher, K-12
Martinez, Oslia	Teacher, K-12
Wilson, Preston	School Counselor

b. Duties

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

Miami Arts Charter School's Literacy Leadership Team works hard to promote literacy within the school. The school sets aside time for independent reading for the middle school grades in their Literacy Lab classes, which meets every day for 50 minutes. Miami Arts Charter makes it a priority to plan specific reading time during this class in order for students to develop independent reading skills. Many of the classrooms, especially the English Language Arts classes, are a literary-rich environment. The classrooms contain word walls, books, and other reading materials that support Florida Standards and encourages speaking, listening, reading, and writing in a variety of creative ways. Classrooms contain their own classroom libraries in order for students to interact more with books, spend more time reading, and exhibit positive attitudes towards reading and reading achievement. Teachers also encourage reading aloud in class. Reading aloud exposes students to complex vocabulary than they typically hear or read alone. Reading more difficult texts aloud for high schools provides benefits, such as an opportunity for discussion and vocabulary development. Miami Arts Charter School's Creative Writing and English Language Arts teachers promote reading by having guest authors visit the school and coordinate field trips to book fairs to make reading activities accessible during and beyond the school day. Summer reading is required of all English Language Arts students, which encourages students to continue reading beyond the school year. Students are then required to complete projects, assignments, and participate in discussions regarding their summer reading requirements once the school year begins.

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.

Miami Arts Charter School encourages positive working relationships between teachers in order to create Professional Learning Communities. Sufficient time, before school and after school, is provided for teachers to identify student learning needs based on data and then to share, review, and provide feedback on instructional practices which address these needs. Teachers regularly schedule grade level meetings in which teachers who teach the same students are able to discuss progress, share ideas, and interventions. Teachers are encouraged to participate in Professional Development geared toward teacher collaboration to improve instruction and build expertise. Teachers also share lesson plans with one another in order to be aware of what is being taught in their students' other classes; as a result teachers are more easily able to coordinate related projects and assignments. Teachers are also encouraged to observe each other's classrooms during their planning period in order to share best practices and develop differentiation strategies. Through the establishment of Professional Learning Communities and Individual Professional Development Plans, teachers will reflect and improve upon their practices, and serve as mentors to one another so as to increase the delivery of instruction. Facilitating learning in support of high standards and student achievement through curriculum development, student assessment, teacher training and the establishment of high expectations in the arts and academics will ensure that students meet the highest standards.

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

Miami Arts Charter's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school is as follows:

1. Post School Personnel Openings on Teachers-Teachers.
2. Provide professional development opportunities during early release days and teacher planning days.
3. Regular meetings of new teachers with principal/assistant principal.
4. Regular meetings of new teachers with department chair.
5. Partnering of new teachers with veteran staff.
6. Soliciting referrals from current employees.

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

Miami Arts Charter pairs New Teachers with veteran teachers in order to provide support and assistance. The veteran teachers chosen have outstanding knowledge of content and subject matter and other methods that support high standards. In addition, she demonstrates a commitment to personal and professional growth. The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.

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.

In order to meet high standards of student achievement, Miami Arts Charter delivers instruction by providing a rigorous curriculum, based on the Student Progression Plan, that is centered heavily on the core academic subject areas of Language Arts, Mathematics, Science, History, Foreign Language, and a specialization in the Higher Arts. The school will meet or exceed student achievement expectations by insisting and monitoring to ensure that teachers know their subjects

thoroughly; that they deliver informed instruction in a manner that is relevant to students' lives and from a perspective that demonstrates an awareness and understanding of their cultural experiences and backgrounds. By organizing the school student population into learning communities grouped by arts areas, the school provides the structure for employing a holistic approach to teaching and learning; one that emphasizes the connections and commonalities between the arts, the core subject areas, and the overall society in which students live. A vital aspect of Miami Arts Charter School's approach to meeting high standards will be the manner in which teachers are empowered to make an impact on student learning. Encouraged to improve their own performance by periodically reflecting upon their own practices, teachers will evaluate their own achievements as well as that of their students. The school will ensure that the administrative leadership responds quickly to the needs of students, parents and teachers by eliminating obstacles to academic goals as quickly and efficiently as possible. When certain criteria are met, the important goals become evident. This approach will allow for the school to ensure that students successfully meet the goals and benchmarks established in the NGSSS and Florida Standards. As prescribed by State of Florida law, Miami Arts Charter will participate in the statewide assessment schedule for the 2017-2018 school year.

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.

Miami Arts Charter School will gather feedback and evidence of student success through performance data collected from the Florida Standard Assessment, Florida Comprehensive Assessment Test 2.0 Retake, Florida's End-of-Course Exams (EOC), Scholastic Aptitude Test results (SAT) and the American College Test (ACT), Florida Assessment for Instruction in Reading (FAIR), Post-Secondary Readiness Test (PERT), Preliminary Scholastic Aptitude Test (PSAT). A major goal of the school's design is to provide students with the flexibility to benefit from Honors courses, Advanced Placement (AP) courses and College Dual Enrollment without the need to sacrifice or abandon the pursuit of high-level arts or performance studies. Therefore, the school will implement its proven curriculum and master scheduling expertise in order to ensure students are able to participate in performing and fine arts courses through a structure that intentionally provides for such courses to be offered in support of rather than exclusive of one another.

In order to determine success toward meeting students' needs, data will be analyzed and studied.

Miami Arts Charter will measure its own progress on a quarterly and yearly basis, through the implementation of various evaluation and assessment tools. The school will review student data and subsequently determine a course of action to improve learning outcomes measurable in the achievement record and by overall student performance. It will be the school's responsibility to continue to monitor and assess progress in order to determine and best meet the individual and collective academic needs of students. The school will employ a variety of assessment methods and tools in order to evaluate teaching strategies and improve student achievement. Differentiated strategies and a concerted effort toward individualized teaching will yield higher academic achievement. Such an approach will be especially valuable when targeting low-achieving students and those students with less than desired academic skills. By utilizing varied and effective assessment tools, the school will successfully identify low-performing students to implement innovative strategies, as well as other strategies that have been proven successful toward consistently increasing learning outcomes.

Teachers will use innovative methods to provide instruction leading to mastery of the NGSSS/FS. A pillar of the school's educational approach will be to provide research-based strategies and hands-on learning opportunities regarding all aspects of instruction, academic and artistic. Cooperative learning strategies, Creating Independence through Student-owned Strategies (CRISS) and other proven methods will be used in collaboration with numerous assessment methods divided in three

categories: Diagnostic, Formative and Summative.

In order to provide supplemental instruction for students with difficulty, students in grades 6-8 are enrolled in a Literacy Lab course during the same period each day. A lead teacher is assigned to monitor the study hall program and all teachers during this period assume the role of “analysts” or teacher mentors. During this period, each teacher will engage students in discussions, data chats and mentoring sessions designed to assist students to improve their achievement levels. The program’s lead teacher will have no classes scheduled during that period and will serve to address the needs of the lowest performing students, as referred by the teacher-mentors. The lead teacher will, in turn, communicate with and ensure that the guidance counselor enacts the process of initiating parent conferences, recommending curricular changes or strategies to address student needs. Future student progress is then monitored continuously through the teacher-mentor and the lead teacher. The process is repeated as needed.

Developmental instruction in reading is required when student performance indicates a need for strengthening. These courses are in addition to the regular English/Language Arts courses and is offered as an elective. Students scoring at Levels 1 and 2 on the most recent administration of FSA Reading are enrolled in the appropriate Intensive Reading Course in addition to their regular English/ Language Arts Course.

Developmental instruction in Middle School Mathematics is required when student performance indicates a need for strengthening. These courses are in addition to their regular Mathematics course and is offered as an elective. Students scoring a Level 1 or 2 in the most recent administration of the FSA Mathematics are enrolled in the appropriate M/J Intensive Mathematics Course in addition to their required M/J Mathematics course in grades 6-8. In order to provide supplemental instruction for high achieving students, those students who have scored at Levels 3 and above on the most recent administration of the FSA Mathematics are enrolled in a Math Lab course with an emphasis on math enrichment.

As per Florida law, Miami Arts Charter implements and monitors a coordinated RTI/MTSS plan to ensure that the school is using screening, diagnostic, and progress monitoring data to provide multiple tiers of supplemental instruction and intervention to students who are not progressing. Also required by the state, Miami Arts Charter evaluates the effectiveness of instruction and interventions. Through the RTI/MTSS process, parents will be actively informed and involved to determine the appropriate actions for student success.

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: After School Program

Minutes added to school year: 10,800

Miami Arts Charter will use research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Students will be offered After School Tutoring to assist in all subjects. In addition, SAT Tutoring will be provided weekly for students taking the SAT. Teachers will be given the opportunity to collaborate, plan and engage in professional development during scheduled planning periods.

Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

Strategy Rationale

Miami Arts Charter employs a variety of teaching strategies to improve student achievement. Differentiated strategies and an effort toward individualized teaching will yield higher academic achievement. As a result, after school tutoring has a significant effect on student achievement, as it is geared toward an individualized teaching method with a more one-on-one approach. Such an approach will be especially valuable when targeting low-achieving students and those students with less than desired academic skills. By utilizing varied teaching methods and effective assessment tools, the school will successfully identify low-performing students to implement innovative strategies, as well as other strategies that have been proven successful toward consistently increasing learning outcomes. Through the establishment of Professional Learning Communities and Individual Professional Development Plans, teachers will reflect and improve upon their practices, and serve as mentors to one another so as to increase the delivery of instruction. Facilitating learning in support of high standards and student achievement through curriculum development, student assessment, teacher training and the establishment of high expectations in the arts and academics will ensure that students meet the highest standards. Providing team meetings between Department Chairs, individual subject area teachers, and the Literacy Leadership team not only develops Professional Learning Communities, but also allows discussion for effective skills and strategies being implemented in the classroom, as well as use of student data to support the teaching strategies used.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Costadoni, Valeria, vcostadoni@miamiartscharter.net

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

Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

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.

Miami Arts Charter employs strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Important strategies that students learn are time management, planning, and organizational skills. Miami Arts Charter's study skills program allows students to develop these important skills as they transition from the middle school level into the high school level. Student progress is measured by pace, quality, reach, and level of autonomy. Pace is the rate at which a student progresses from a given mastery level to the next or from one benchmark/goal to the next. Quality measures the student's ability to plan, prepare and submit work that demonstrates mastery of a benchmark or goal. Reach is the students' ability to transfer knowledge of a concept and apply it to different situations. Level of autonomy applies to the students' ability to assess, investigate, research, and demonstrate knowledge or achievement independently. As students are able to continually improve their pace, quality, reach, and level of autonomy, this eventually aids them in transitioning from one school level to another.

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.**

Miami Arts Charter promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. The guidance counselor and arts teachers will assist in the career planning to insure that students' course of study is aligned with their academic, career and artistic goals. Colleges and universities will be invited to attend and make presentations to our students. In addition, Miami Arts Charter has purchased the Naviance program to assist students in college planning. Naviance is a college and career readiness platform that helps connect academic achievements to post-secondary goals. It optimizes student success, enhances school counselor productivity and tracks results for schools.

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

N/A

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

Miami Arts Charter will incorporate applied and integrated courses as well as Arts related subjects to help students see the relationship between subjects and relevance to their future. Through collaborative planning in core subjects and the arts, the school's curriculum is aligned to address the students' needs and school goals. The school will hold grade-level assemblies to apprise them of curriculum opportunities, graduation requirements and the different scholarship opportunities. All high school students will meet with the counselor to develop a graduation plan aligned with the students' interest. Our schedule will be specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on-the-job training in order to connect course subject with future career choices. Partnerships with local art/music organizations will provide students will real-world opportunities and develop relationships within the community. In addition, the school will offer Advanced Placement opportunities to best meet students' needs. SAT Tutoring will be provided for students taking the SAT. The counselor will schedule college visits for students to inquire about what colleges have to offer and financial opportunities.

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.

Strategies for improving student readiness for the public postsecondary level based on the analysis of the 2015 High School Feedback Report will be implemented.

Analysis of college readiness is based on the latest data available – from the High School Feedback Report. The percent of graduates who completed at least one AP and/or Dual Enrollment course is 61% which is above both district and state averages. The percent of graduates with standard high school diploma who took the SAT/ ACT / CPT and scored at or above college-level cut scores is 72.0% in math 84.6% in reading, and 84.6% in writing. The reading and writing scores exceed both district averages. Finally the percent of 2015 graduates who completed a college prep curriculum was 85.1%. Miami Arts Charter has identified the following as school-wide priorities. Increase participation in public postsecondary readiness in reading, writing, and mathematics skills. Teachers will be given the opportunity to modify methods of instruction to suit the changing postsecondary requirements of student's college readiness. Miami Arts Charter will recognize the importance of college readiness exams by increasing the percentage of students participating in the ACT/SAT with the assistance of College Advisor.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

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. To increase student achievement by improving core instruction in all content areas. 1a

G097040

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - ELL	80.0
FSA ELA Achievement	86.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	71.0
AMO Math - All Students	78.0
FSA Mathematics Achievement	86.0
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	82.0
Math Gains	87.0
Math Lowest 25% Gains	83.0
Bio I EOC Pass	95.0
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Lab class with Reading/LA emphasis
- intensive reading
- intensive math
- enrichment math class
- Science Lab
- IXL

Plan to Monitor Progress Toward G1. 8

Results of weekly teacher-made assessments and district provided assessments

Person Responsible

Alfredo Delarosa

Schedule

Biweekly, from 8/22/2017 to 6/9/2018

Evidence of Completion

Teacher assessment, student data chats, Exit Tickets, gradebook and District Interim Assessments.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G097040

G1.B4 Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics. **2**

 B261063

G1.B4.S1 Provide additional opportunities for students to review basic mathematical skills and enrichment. **4**

 S276423

Strategy Rationale

Students will be given assistance in basic skills and enrichment in order to achieve mastery.

Action Step 1 **5**

Differentiated Instruction will be implemented based on student need and strengths. Students are given opportunities to demonstrate mastery on concepts and standards.

Person Responsible

Oslia Martinez

Schedule

Weekly, from 8/22/2017 to 6/9/2018

Evidence of Completion

Exit tickets, Lesson plans, data chats, teacher observations, teacher-made assessments and gradebook

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of lesson plans and student center based instruction

Person Responsible

Oscar Solorzano

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Lesson plans, teacher-made assessments, exit tickets and student folders

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student assessment results will be reviewed for mastery and student enrichment for application.

Person Responsible

Carolina Torres

Schedule

Biweekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Student assessments, District assessments, projects, data chats and gradebook

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.MA1 M400514	Student assessment results will be reviewed for mastery and student enrichment for application.	Torres, Carolina	8/22/2017	Student assessments, District assessments, projects, data chats and gradebook	6/8/2018 biweekly
G1.B4.S1.MA1 M400515	Review of lesson plans and student center based instruction	Solorzano, Oscar	8/22/2017	Lesson plans, teacher-made assessments, exit tickets and student folders	6/8/2018 weekly
G1.MA1 M400516	Results of weekly teacher-made assessments and district provided assessments	Delarosa, Alfredo	8/22/2017	Teacher assessment, student data chats, Exit Tickets, gradebook and District Interim Assessments.	6/9/2018 biweekly
G1.B4.S1.A1 A372381	Differentiated Instruction will be implemented based on student need and strengths. Students are...	Martinez, Oslia	8/22/2017	Exit tickets, Lesson plans, data chats, teacher observations, teacher-made assessments and gradebook	6/9/2018 weekly

V. Professional Development Opportunities

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

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

G1.B4 Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics.

G1.B4.S1 Provide additional opportunities for students to review basic mathematical skills and enrichment.

PD Opportunity 1

Differentiated Instruction will be implemented based on student need and strengths. Students are given opportunities to demonstrate mastery on concepts and standards.

Facilitator

Carleb Marcelin

Participants

Mathematics Department

Schedule

Weekly, from 8/22/2017 to 6/9/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Differentiated Instruction will be implemented based on student need and strengths. Students are given opportunities to demonstrate mastery on concepts and standards.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7059 - Miami Arts Charter School	General Fund		\$5,000.00
			<i>Notes: Athletics online service</i>			
					Total:	\$5,000.00