

Miami-Dade County Public Schools

# Miami Arts Charter School



2021-22 Schoolwide Improvement Plan

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# Miami Arts Charter School

95 NW 23RD ST, Miami, FL 33127

www.miamiartscharter.net

## Demographics

Principal: Alfredo De La Rosa

Start Date for this Principal: 6/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	2%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (65%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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# Miami Arts Charter School

95 NW 23RD ST, Miami, FL 33127

www.miamiartscharter.net

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 6-12	No	21%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	77%

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	A

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

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

Create and sustain an educational system of support that drives, encourages, and promotes academic excellence and competence through high expectations from students and teachers.

Achieve exceptional, observable results in the arts consistently reflected in student performances and inspiring creative work- individually and collaboratively.

Adopt and adhere to the highest standards to ensure physical safety, personal health, and emotional well-being.

Support and invest in teachers and other key adults in the pursuit of attaining the highest levels of competence, professionalism, ethical behavior, and professional growth possible.

Invite, encourage and enlist the support and cooperation of parents and caretakers to foster and solidify collaborative partnerships between home and school that will align to maximize student learning and personal growth outcomes.

Provide students and teachers a voice and sufficient creative space to achieve breakthroughs. Provide program opportunities for teachers and students to experiment with new approaches and share them collectively. To uplift each person every day and allow the joy, wonder, and excitement of learning new things to prevail within our culture.

Create opportunities for exploration that will inspire students to identify and establish long-term life goals and career pathways. We will work actively to develop and support relationships that provide students a connection to the world around them and a clear path to success and fulfillment beyond their years with us.

Strive for a culture of inclusiveness and work toward achieving the most significant reach, supporting our community's educational needs and impacting the greatest number of students while recognizing and sharing our students' and teachers' remarkable achievements.

Manage our financial and human resources responsibly to continually strengthen our economic condition and the stability of our school. Establishing and growing ongoing revenue and capital sources from local, state, and national sources to support the school's programs, hire the best staff, and continually improve technology.

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

We strive to be the school where students dare to dream. We promise to make sure no doors for students are ever closed. We value the privilege of our role in shaping the future leaders of tomorrow. Together, we will create an inspiring environment that sparks curiosity in all students while developing intellectually and creatively. Free thought will always be protected so that students may pursue their purpose in the world. We will ensure that students always have a path to success in all that they do because they deserve a life full of choice. Since learning is for life and life is about learning, our wish is for our name always to be synonymous with excellence.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Delarosa, Alfredo	Principal	Develop and evaluate policies and procedures Responsible for Safety Instructional Leader Curriculum Development Day-to-Day Operations District and State Compliance Personnel Facilities Management Stakeholder Communications
Delarosa, Christine	Assistant Principal	Follow policies and procedures Curriculum Development Responsible for Safety Instructional Leader Teacher Training and Professional Development Personnel Teacher Observations Day-to-Day Operations Stakeholder Communications
Torres, Carolina	Assistant Principal	Follow policies and procedures Curriculum Development Responsible for Safety Instructional Leader Teacher Observations Day-to-Day Operations Academic Advisor Master Schedule Student Services Stakeholder Communications
Barreiro, Valerie	Assistant Principal	Follow policies and procedures Arts Curriculum Development Responsible for Safety Instructional Leader Arts Teacher Observations Day-to-Day Operations Stakeholder Communications Admissions Audition Coordinator EESAC Chairperson
Diaz, Aramis	Assistant Principal	Follow policies and procedures Responsible for Safety Security Manager Maintenance Manager Dean of Discipline Instructional Leader



Name	Position Title	Job Duties and Responsibilities
		Day-to-Day Operations Health and Safety Compliance Building Supervisor
Esperon, Bryan	Graduation Coach	College Advisor Advance Placement Mentor SAT Tutor
Johnson-Bethel, Lolita	Teacher, K-12	Science Department Chairperson Classroom Teacher Mentor Teacher Science Fair Coordinator
leon, silvio	Teacher, K-12	Social Studies Department Chairperson Classroom Teacher Mentor Teacher Gradebook Manager
Martinez, Oslia	Teacher, K-12	Math Department Chairperson Classroom Teacher Mentor Teacher
Solorzano, Oscar	ELL Compliance Specialist	ELL Coordinator ESE Specialist
Valdes, Annabelle	Teacher, ESE	ESE Specialist
Rosales, Luis	Teacher, K-12	English Department Chairperson Classroom Teacher Mentor Teacher

**Demographic Information**

**Principal start date**

Monday 6/1/2009, Alfredo De La Rosa

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

1,082

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

15

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

17

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	135	171	223	180	143	105	125	1082
Attendance below 90 percent	0	0	0	0	0	0	4	9	10	11	11	11	18	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	1	4	1	7	9	8	2	32
Course failure in Math	0	0	0	0	0	0	2	7	2	12	7	2	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	61	89	61	0	40	10	294
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	84	103	55	61	5	22	371
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	59	72	48	10	9	5	232

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 9/14/2021

**2020-21 - As Reported**

**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	
Number of students enrolled	0	0	0	0	0	0	140	220	206	171	121	132	139	1129
Attendance below 90 percent	0	0	0	0	0	0	4	3	6	11	5	7	13	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	7	1	6	15
Course failure in Math	0	0	0	0	0	0	1	1	0	0	7	1	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	50	49	41	0	0	20	183
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	53	72	43	1	30	37	258

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	33	35	23	2	1	10	115

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

**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	
Number of students enrolled	0	0	0	0	0	0	140	220	206	171	121	132	139	1129
Attendance below 90 percent	0	0	0	0	0	0	4	3	6	11	5	7	13	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	7	1	6	15
Course failure in Math	0	0	0	0	0	0	1	1	0	0	7	1	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	23	50	49	41	0	0	20	183
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	53	72	43	1	30	37	258

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	11	33	35	23	2	1	10	115

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	59%	56%	70%	59%	56%
ELA Learning Gains				58%	54%	51%	62%	56%	53%
ELA Lowest 25th Percentile				51%	48%	42%	53%	51%	44%
Math Achievement				63%	54%	51%	72%	51%	51%
Math Learning Gains				47%	52%	48%	67%	50%	48%
Math Lowest 25th Percentile				40%	51%	45%	62%	51%	45%
Science Achievement				63%	68%	68%	65%	65%	67%
Social Studies Achievement				88%	76%	73%	85%	73%	71%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	58%	12%	54%	16%
Cohort Comparison						
07	2021					
	2019	73%	56%	17%	52%	21%
Cohort Comparison		-70%				
08	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-73%				
09	2021					
	2019	73%	55%	18%	55%	18%
Cohort Comparison		-71%				
10	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison		-73%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	47%	58%	-11%	55%	-8%
Cohort Comparison						
07	2021					
	2019	60%	53%	7%	54%	6%
Cohort Comparison		-47%				
08	2021					
	2019	68%	40%	28%	46%	22%
Cohort Comparison		-60%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	55%	43%	12%	48%	7%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	73%	68%	5%	67%	6%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	87%	73%	14%	71%	16%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	89%	71%	18%	70%	19%

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	69%	63%	6%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	54%	16%	57%	13%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The Fall and Winter Performance matters data (I-ready, baselines, and midyears) and Spring FSA data were used to compile the data below.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	50	74
	Economically Disadvantaged	55%	62%	64%
	Students With Disabilities	25%	25%	33%
	English Language Learners	33%	25%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	50	69
	Economically Disadvantaged	30%	55%	50%
	Students With Disabilities	33%	50%	33%
	English Language Learners	33%	25%	14%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	11	81
	Economically Disadvantaged	67%	71%	51%
	Students With Disabilities	0%	0%	30%
	English Language Learners	0%	50%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	11	82
	Economically Disadvantaged	75%	57%	36%
	Students With Disabilities	0%	50%	20%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	42	42
	Economically Disadvantaged	0%	0%	76%
	Students With Disabilities	0%	0%	46%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	10	44
	Economically Disadvantaged	67%	71%	67%
	Students With Disabilities	50%	0%	18%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	9	41
	Economically Disadvantaged	20%	67%	44%
	Students With Disabilities	0%	50%	30%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	5	4	4
	Economically Disadvantaged	0%	67%	100%
	Students With Disabilities	0%	0%	100%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring



Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	29	49
	Economically Disadvantaged	0%	86%	55%
	Students With Disabilities	0%	50%	61%
	English Language Learners	0%	20%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	15	16
	Economically Disadvantaged	0%	67%	47%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	6	7	7
	Economically Disadvantaged	0%	0%	86%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11	27
	Economically Disadvantaged	0%	67%	25%
	Students With Disabilities	0%	14%	79%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	18	17
	Economically Disadvantaged	0%	75%	71%
	Students With Disabilities	0%	29%	10%
	English Language Learners	0%	33%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	6	8
	Economically Disadvantaged	0%	0%	50%
	Students With Disabilities	0%	0%	50%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	10	9
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	11%
	English Language Learners	0%	100%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	2	11
	Economically Disadvantaged	0%	0%	50%
	Students With Disabilities	0%	0%	22%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0%	0%	0%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	1
	Economically Disadvantaged		0%	0%	0%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		1	1	3
	Economically Disadvantaged		0%	0%	50%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	14	18
	Economically Disadvantaged		0%	0%	75%
	Students With Disabilities		0%	0%	78%
	English Language Learners		0%	0%	100%
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	33	21	19	26	19	33	61			
ELL	43	44	41	33	22	16	53	71	17	87	69
BLK	49	39	29	42	31	29	49	67	35	95	48
HSP	61	45	29	44	26	18	57	83	38	93	66
MUL	50	30		70							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	63	45	52	50	23	17	63	88	43	81	59
FRL	62	42	35	43	22	16	48	78	20		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	51	48	36	41	43	39	67			
ELL	54	56	49	48	42	41	46	73	33	100	42
BLK	69	58	52	55	46	40	46	89	43	96	29
HSP	69	57	51	61	46	41	62	84	44	98	59
MUL	50	40		38	33						
WHT	80	64	44	80	56	43	72	96	51	100	44
FRL	46	21		42	33					100	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	45	66	58	28	60	61	38	88			
ELL	46	53	42	56	64	57	55	60			
BLK	59	56	47	65	70	59	55	83	44	90	44
HSP	68	60	53	69	65	60	63	82	36	95	45
MUL	68	68		84	76		60				
WHT	81	69	56	81	71	72	77	91	65	95	47
FRL	64	48	59	68	47	36	63	86		100	37

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	626
Total Components for the Federal Index	12
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The data indicates that students struggled through the pandemic. 18 months of virtual learning was extremely difficult for both students and teachers. There is a significant gap in learning and is evident in the proficiency across the core content areas.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components indicate that math across all grade levels showed a significant need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor was the lack of consistency in virtual class attendance as well as the virtual learning environment.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components indicate that Civics, although it did not show gains, it does show only 1% decrease in proficiency from the 2019 State Assessments.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

No improvement was indicated in any subject.

#### What strategies will need to be implemented in order to accelerate learning?

Miami Arts Charter has hired a testing/data coordinator to assist in data collection and management. All core subjects are now required to create and utilize Performance Matters for Progress monitoring. The school will also utilize the Adaptive Progress Monitoring tool provided by the State to analyze data more efficiently.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Through the Testing/Data coordinator and the Assistant Principal, instructional departments will meet regularly to discuss the data and provide opportunities for improvement and interventions. The Data will drive the Professional development needed to support teachers and leaders.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Miami Arts Charter has implemented a school-wide writing plan to include all content areas as well as the arts departments. Additional resources were purchased to increase the progress monitoring and support for Math and English across all grade-levels

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

<b>Area of Focus Description and Rationale:</b>	Based on the collected data and the results of our progress monitoring, it is evident that Math Proficiency is in need of improvement.
<b>Measurable Outcome:</b>	The 20-21 School Grade Components indicates that 46% of students met Proficiency in Mathematics during the 20-21 school year. Miami Arts Charter's goal is to increase our Mathematics Proficiency by 25%.
<b>Monitoring:</b>	Through our Student Assessment Coordinator, data analysis meetings will be held regularly to analyze student data. Core Teachers are required to utilize Performance Matters for all assessments in order to collect data quickly and effectively.
<b>Person responsible for monitoring outcome:</b>	Aileen Phillips (aphillips@miamiartscharter.net)
<b>Evidence-based Strategy:</b>	Effective and efficient collection of student progress in addition to data analysis meetings will provide feedback and direction to drive instruction.
<b>Rationale for Evidence-based Strategy:</b>	Continuous progress monitoring will provide direction and data-driven instruction to teachers and school staff.

#### Action Steps to Implement

- 1- Provide Professional Development on Performance Matters and test creation and data analysis
- 2- Schedule Monthly Data Analysis meetings with each department to discuss the data and drive instruction.
- 3- Schedule regular PMP meetings with the Leadership Team to identify students in need of assistance and interventions.

**Person Responsible**      Alfredo Delarosa (929336@dadeschools.net)

### Additional Schoolwide Improvement Priorities



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The Florida School Safety Dashboard indicates that 0.4 incidents were reported per 100 students. When compared to all high schools statewide, it falls into the very low category. Miami Arts Charter ranked #21 of 505 schools.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

The school plans to build positive relationships with parents, families and community stakeholders through a variety of outreach and informational sessions. Miami Arts Charter has started MACTalks, in which individuals from the community are brought in to share their talents and experiences to our students. This platform allows students to ask questions and interact with the guests. Regular parent meetings with the Principal and other members of the staff to discuss our vision, policies and progress. This will also allow for parents to ask questions and receive important information. Our Message and Text System, School Website and Social Media platforms provide timely information and announcements to all stakeholders and also celebrate and share the successes and activities of the school. School will also facilitate regular parent conferences through zoom or in person to discuss individual student progress and/or concerns.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The Stakeholder for Miami Arts Charter are Faculty, Staff, students, parents and members of the community. The stakeholders play an important role in managing schools. They are the partners of the school leaders in making the schools conducive to teaching and learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects. Through the MACTalks and several school initiatives, the stakeholders will to build relationships with teachers and staff and include student voices to create policies and practices that promote student learning and a positive and safe school environment. These initiatives will connect the student experience to the learning environment and focus on both instruction and systems to sustain a positive school environment.

Promote a shared vision, i.e., valuing culture and instruction by connecting with school staff about the school environment and academic expectations.

Establish clear and open communication with parents and guardians. Continue to encourage teachers to use Google Classroom and make a phone call home or share handwritten notes with parents. Connecting the school experience to the family environment creates consistency for students. This also involves others in reiterating classroom and learning expectations.