Arts Academy Of Excellence

2021-22 Schoolwide Improvement Plan

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Arts Academy Of Excellence

780 FISHERMAN ST, Opa Locka, FL 33054

www.artsacademynorth.org

Demographics

Principal: Floyd Barber

Start Date for this Principal: 9/27/2021

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (37%) 2017-18: F (15%) 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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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Arts Academy Of Excellence

780 FISHERMAN ST, Opa Locka, FL 33054

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	F

School Board Approval

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SIP Authority

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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.

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.

The mission of Arts Academy of Excellence (AAE) is to provide a highly effective, rigorous, engaging educational program and experience that ensure student achievement in all core content areas while enabling students an opportunity to realize their maximum potential through the study and exploration of the arts.

Provide the school's vision statement.

AAE's vision statement is to focus on the arts and the creation of a shared vision and mission in which a community builds a sense of commitment revolving around student learning and achievement. Through this shared vision, individualized student learning and academic achievement will be improved through the effective implementation of the Florida Continuous Model (FCIM) as a continuous monitoring process and improvement mechanism for teaching and learning.

The school will provide a high quality educational program to students in grade 6-12 that incorporates wrap-around services and a curriculum that integrates performing arts and academics. Our aim is to develop students both academically and artistically that will not only assist with them being prepared but also with them successfully thriving as citizens in the real-world and as performers that challenge the conventions of traditional forms of art.

Our vision includes the belief of:

• A strong academic program infused with activities and instruction that support the artistic potential of students.
• Exposing students to performing and fine arts that encourage each student to individually work in a creative, cooperative and collaborative manner while promoting independent thinking and a self-sufficient,
sustainable mindset.
• Students learning best in a participatory, exploratory, and creative environment placed within a firm framework of high standards of teaching and learning.
• Students developing an understanding of, and access to, master classes and artistic partnerships that promote exposure and encourage participation in an artistically developing society.

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
Williams, Sulaya	Principal	Oversee the academic, discipline, and day-to-day operations of the school, including personnel.

Demographic Information

Principal start date

Monday 9/27/2021, Floyd Barber

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.*

0

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.*

0

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

17

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

4

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

1

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	2	0	2	6	6	1	0	17
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	0	8	3	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	2	3	0	0	0	7
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	

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	2	0	2	3	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/27/2021

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	1	4	9	14	5	8	0	41
Attendance below 90 percent	0	0	0	0	0	0	0	3	6	11	0	4	0	24
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	4	8	14	0	1	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	8	14	0	4	0	30

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	0	4	8	14	0	1	0	27

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	1	4	9	14	5	8	0	41
Attendance below 90 percent	0	0	0	0	0	0	0	3	6	11	0	4	0	24
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	4	8	14	0	1	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	8	14	0	4	0	30

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	0	4	8	14	0	1	0	27

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	

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				21%	59%	56%	18%	59%	56%
ELA Learning Gains				39%	54%	51%	33%	56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement				27%	54%	51%	3%	51%	51%
Math Learning Gains				44%	52%	48%	4%	50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement				20%	68%	68%		65%	67%
Social Studies Achievement				70%	76%	73%		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	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2021					
	2019	21%	56%	-35%	52%	-31%
Cohort Comparison		-30%				
08	2021					
	2019	23%	60%	-37%	56%	-33%
Cohort Comparison		-21%				
09	2021					
	2019	18%	55%	-37%	55%	-37%
Cohort Comparison		-23%				
10	2021					
	2019					
Cohort Comparison		-18%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	20%	58%	-38%	55%	-35%
Cohort Comparison						
07	2021					
	2019	14%	53%	-39%	54%	-40%
Cohort Comparison		-20%				
08	2021					
	2019	21%	40%	-19%	46%	-25%
Cohort Comparison		-14%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	21%	43%	-22%	48%	-27%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	73%	-2%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	63%	-18%	61%	-16%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used at Arts Academy of Excellence for grades 6- 11 are iReady and Read 180.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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
BLK	32	38		48	64						
FRL	27	36		45	63						

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
BLK	18	39		19	37						
FRL	18	39		25	47			70			
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
BLK	17	32		4	5						
FRL	10	29									

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	5
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to the 2019, Arts Academy of Excellence increased the test scores in in all content areas.

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

According to the 2019, Arts Academy of Excellence increased the test scores in in all content areas. However, the gains and percentage increase in scores for English Language Arts can be greater. In 2018 in English Language Arts, the school scored at 18% for passing score with 33% gains compare to 21% passing score and 39% in gains in year 2019.

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

Afterschool tutoring, Saturday school, weekly interventions and the new curriculum Read 180 will be able to assist in the increase in English Language Arts scores for the upcoming FSA.

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

The school improved the most in the area of mathematics between the years of 2018 and 2019. In 2018, 3% of the students scored a passing score and only 4% made gains from the previous year. However, in 2019, 27% scored a passing score and 44% made gains.

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

Increased rigor, tutoring and weekly use of iReady and Mathletics contributed to the improvement in the school's math scores.

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

Increased rigor, afterschool tutoring, Saturday school, weekly interventions, the new curriculum Read 180, and the continued use of iReady and Mathletics will be able to assist in the score increase in both English Language Arts and Math for the upcoming FSA.

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.

All teachers will receive training and Professional Development in the areas of curriculum as well as student engagement, data analysis, and more.

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

Increased rigor, afterschool tutoring, Saturday school, weekly interventions, the new curriculum Read 180, and the continued use of iReady and Mathletics will be able to assist in the score increase in both English Language Arts and Math for the upcoming FSA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	According to the 2019, Arts Academy of Excellence increased the test scores in in all content areas. However, the gains and percentage increase in scores for English Language Arts can be greater. In 2018 in English Language Arts, the school scored at 18% for passing score with 33% gains compare to 21% passing score and 39% in gains in year 2019.
Measurable Outcome:	The school's goal is to increase the English Language Arts passing score by 20% by the Spring FSA.
Monitoring:	The school will conduct weekly data chats with students and teachers to monitor progress. The teacher will participate in bi-weekly data meetings with administration to analyze the progress and needs of each individual student.
Person responsible for monitoring outcome:	Sulaya Williams (961683@dadeschools.net)
Evidence-based Strategy:	Daily interventions for at least 30 minutes and weekly extended hours tutoring using rigorous instruction including reteach, iReady, Read 180, and System 44.
Rationale for Evidence-based Strategy:	Increased instructional time and repetition has been proven to increase student success. These strategies coupled with iReady and System 44 will bridge the gaps of learning in lower performing students.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although the school improved the most in the area of mathematics between the years of 2018 and 2019, there is still room for improvement. In 2018, 3% of the students scored a passing score and only 4% made gains from the previous year. However, in 2019, 27% scored a passing score and 44% made gains. This year the goal is to increase the score by 20%.
Measurable Outcome:	The school's goal is to increase the Mathematics passing score by 20% by the Spring FSA.
Monitoring:	The school will conduct weekly data chats with students and teachers to monitor progress. The teacher will participate in bi-weekly data meetings with administration to analyze the progress and needs of each individual student.
Person responsible for monitoring outcome:	Sulaya Williams (961683@dadeschools.net)
Evidence-based Strategy:	Increased instructional time and repetition has been proven to increase student success. These strategies coupled with Mathletics will bridge the gaps of learning in lower performing students.
Rationale for Evidence-based Strategy:	Increased instructional time and repetition has been proven to increase student success. These strategies coupled with Mathletics will bridge the gaps of learning in lower performing students.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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 school will continue to monitor incidents and provide the necessary interventions.

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 first impression of any establishment is the front office, or reception area. The school ensures that the front office is a welcoming area with a welcome board providing important information about the school. The school also provides communication in various forms to the students, families and community through letters, robo call, email and social media. These various forms of communication ensure that stakeholders are informed of the school's activities and meetings.

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

Our school's stakeholders includes the students' parents, grandparents, aunts, and uncles as well as the city of Opa-locka, AARP, neighboring businesses and the Governing Board.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00