

Miami-Dade County Public Schools

# New World School Of The Arts



2021-22 Schoolwide Improvement Plan

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# New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

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

## Demographics

Principal: **Contessa Bryant S**

Start Date for this Principal: 8/13/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<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)	47%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (79%) 2017-18: A (75%) 2016-17: A (76%)
<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, <a href="#">click here</a> .	

## 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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# New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

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

## 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 9-12	No	42%
<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	No	80%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## 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.

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

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

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

### 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
Rodriguez, Maggie	Assistant Principal	As assistant principal, Dr. Rodriguez is to assist the principal in the manifestation of vision for the New World School of the Arts. She is responsible for both curriculum and operations as the sole assistant principal for this prestigious school.
Stujenske, Christina	Teacher, K-12	This teacher is responsible for planning and delivering world class instruction in a safe, welcoming and equitable learning environment.
Crawford Rod, Connie	Teacher, K-12	This teacher is responsible for planning and delivering world class instruction in a safe, welcoming and equitable learning environment.
Beall, Andrew	Teacher, K-12	This teacher is responsible for planning and delivering world class instruction in a safe, welcoming and equitable learning environment.
Bryant, Contessa	Principal	As principal, Dr. Bryant is the keeper of the vision for New World School of the Arts. She is responsible for sharing the vision. Proper management of resources, both human and fiscal, and necessary to ensure the vision can be manifested.

### Demographic Information

#### Principal start date

Thursday 8/13/2020, Contessa Bryant S

**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.*

20

**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.*

10

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

22

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

487

**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.**

0

**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	0	0	0	0	133	128	111	115	487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	6	6	4	4	20
One or more suspensions	0	0	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	5	0	2	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	9	2	2	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	6	4	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	3	4	7	7	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	12	0	0	0	12

**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	6	4	2	2	14

**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 7/13/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	0	0	0	0	133	128	111	115	487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	6	4	4	12	26
One or more suspensions	0	0	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	6	0	2	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	2	2	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	5	4	0	2	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	5	7	7	8	27



**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	6	4	2	2	14

**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				91%	59%	56%	90%	59%	56%
ELA Learning Gains				74%	54%	51%	63%	56%	53%
ELA Lowest 25th Percentile				75%	48%	42%	70%	51%	44%
Math Achievement				72%	54%	51%	71%	51%	51%
Math Learning Gains				47%	52%	48%	44%	50%	48%
Math Lowest 25th Percentile				41%	51%	45%	29%	51%	45%
Science Achievement				91%	68%	68%	88%	65%	67%
Social Studies Achievement				96%	76%	73%	93%	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
09	2021					
	2019	94%	55%	39%	55%	39%
Cohort Comparison						
10	2021					
	2019	88%	53%	35%	53%	35%
Cohort Comparison		-94%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	68%	22%	67%	23%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	71%	25%	70%	26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	63%	-3%	61%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	54%	23%	57%	20%

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

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

New World School of the Arts uses the District's Midyear Assessment as a progress monitoring tool for English, Mathematics, Biology and US History. Raw data from the Performance Matters platform in addition to data collected in PowerBI are used to populate the data below.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		88	
	Economically Disadvantaged		81	
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		81	
	Economically Disadvantaged		63	
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		81	
	Economically Disadvantaged		63	
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter
Mathematics	All Students		32	
	Economically Disadvantaged		18	
	Students With Disabilities		60	
	English Language Learners			
		Number/% Proficiency	Fall	Winter
Biology	All Students		2	
	Economically Disadvantaged		5	
	Students With Disabilities		0	
	English Language Learners			
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 11				
	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
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		71	
	Economically Disadvantaged		78	
	Students With Disabilities		33	
	English Language Learners			

Grade 12				
	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
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	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
BLK	62	50	50	15	20	20	40	92		100	100
HSP	88	56	58	50	15	15	78	84		100	100
WHT	93	66		65	28		84	88		100	100
FRL	80	55	56	40	18	16	72	84		100	100

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	55										
ELL	100	67		50	42						
BLK	87	73	86	48	38		73	100		100	100
HSP	92	75	73	77	46	40	93	94		100	100
WHT	92	75		77	52		95	96		100	100
FRL	92	75	72	71	47	42	87	88		100	100
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	77	59	63	70	44		76	64		100	100
HSP	91	59	64	68	39	32	88	97		100	100
WHT	96	79	93	75	59		95	96		100	100
FRL	84	61	69	66	43	42	85	88		100	100

**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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	10
Percent Tested	97%

**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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	78
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	62
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?

According to the 2021 data, there was a decrease of 17 percentage points in ELA learning gains from 75% in 2019 to 58% in 2021 and a 29 percentage points decrease in Math learning gains from 48% in 2019 to 19% in 2021.

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

According to 2021 Florida Algebra and Geometry EOC assessments, the area with the greatest need for improvement is in Algebra I and Geometry with only 19% of students making learning gains. Although the majority of the L25 in both Algebra I and Geometry are making learning gains, they have yet to meet proficiency in state-wide assessments.

#### 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 factors that lead to this need for improvement vary; not all students attending school physically, connectivity issues with devices, disruption in the learning environment and quarantined students unable to fully engage in instruction. Due to a dip in test scores, new actions will be implemented to remedy the decrease. All students will be attending school physically, seeing that instruction is live, devices are not the only means of instruction, physical attendance has improved the learning environment and quarantined students are engaging in passive instruction. In addition, in-house professional development has equipped teachers with strategies to increase student engagement.

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

With remote learning and testing, 2020-2021 progress monitoring did not show improvement over the 2019 FSA performance. In fact, data shows that 91% of the students were proficient on the 2019 FSA ELA assessment while only 81% of students demonstrated proficiency based on the progress monitoring data provided on PowerBI. The same holds true in Math where 72% of the students were proficient compared to 57% proficient according to the progress monitoring data provided on PowerBI.

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

Improvement was not witnessed; therefore, there were no contributing factors.

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

In order to accelerate learning at New World School of the Arts, there is a significant need for differentiated instruction. New World School of the Arts accepts students on their artistic abilities alone. This means that in some cases, students have not experienced the rigor and expectations needed to further accelerate learning. Teachers must become more adept at providing more individualized, data driven instruction. NWSA looks to add a Scaling Day each week allowing students to gain foundational skills through teacher-led centers. This concept, quite new for the

school, requires ongoing professional development and other tools. Additionally, NWSA has invested in Teach Like A Champion allowing teachers to more readily identify high impact teaching strategies in order to accelerate the learning.

**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.**

During the Opening of Schools, professional development was held on effective note-taking strategies, introduction to Teach Like a Champion, Data Use to Drive Instruction and Scaling Day (DI). Ongoing professional development for Teach Like a Champion is planned throughout the school year. We will have internal professional development including professional learning communities on all new initiatives during monthly faculty meetings.

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

Having our students back in the building is a huge plus when sustainable improvement is discussed. Daily attendance allows for closer monitoring, strong relationships and increased accountability. We will continue with the mentoring program for students placed on probation in efforts to provide additional supports for those students to remain at New World School of the Arts. The intentional use of effective instructional strategies and differentiated instruction coupled with daily student attendance and knowledge of effective notetaking strategies will yield improvement for this year and beyond.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:**

Based on 2021 FSA data, there was a decrease of 17 percentage points ELA learning gains from 75% in 2019 to 58% in 2021 and a 29 percentage points decrease in Math learning gains from 48% in 2019 to 19% in 2021. As a result, the school will implement Scaling Day focused on teachers providing differentiated instruction to meet the needs of all students. We selected the overarching area of Differentiation based on our findings that several students are missing prerequisite skills to be move forward with the rigor of the curriculum. Selecting students on talent alone brings in diverse students with diverse needs. We are not meeting the unique needs of each of these learners; therefore, it is evident that we must improve our ability to differentiate instruction. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.

**Measurable Outcome:**

At least 80% of teachers will actively participate in the Scaling Day initiative as evidenced by student work samples, walkthroughs and teacher observations.

**Monitoring:**

Teachers will be required to share during weekly department meetings the scaling day lesson used during that week. Members of the department will be able to assist teachers in further developing lessons if necessary for the coming week. Select teachers implementing Scaling Day will receive a "spotlight" recognition during the following faculty meeting and will be allowed to share their experiences.

**Person responsible for monitoring outcome:**

Contessa Bryant (pr7901@dadeschools.net)

**Evidence-based Strategy:**

In order to assist teachers with utilizing research based strategies for instruction, Teach Like a Champion (TLAC) By Dave Lemov was purchased. This book will be used to garner research-based, high impact strategies teachers can easily apply to their differentiated lessons. In addition to the printed material, TLAC also have videos that can be shown during planning sessions allowing teachers to preview strategies in real world situations.

**Rationale for Evidence-based Strategy:**

Teach Like a Champion (TLAC) has been used in Miami Dade County Public Schools for at least the last five years. The district has even invested in the author, Dave Lemov, to come speak to administrators and instructors. While the book has been used primarily in the Education Transformation Office by high needs schools, the strategies are apropos for all students no matter the level of achievement. The book provides a basis for collaborative conversations and professional development.

**Action Steps to Implement**

Monitor Scaling Day activities during weekly department meetings (August 2021-June 2022).

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

Plan and conduct opening of schools professional development on Scaling Day on August 20, 2021.

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

Purchase Teach Like a Champion books for all instructional staff prior to August 20, 2021.

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

Spotlight teachers during monthly faculty meetings from August 2021-June 2022 for their work with differentiation and instructional strategies.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Provide additional professional development on differentiated instruction during the November faculty meeting.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Provide additional professional development workshop on Teach Like a Champion instructional strategies during the November department meetings.

**Person Responsible** Connie Crawford Rod (conniecrawford@dadeschools.net)

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

Based on a school created survey, 100% of the faculty's primary instructional presentation is lecture based. The school will provide training for staff on various techniques for effective note-taking instruction to provide to students. We selected the overarching area of Differentiation based on findings that some students are lacking the skills necessary to take full advantage of lecture-style classes. Support for this finding is reflected in the difference between proficiency of all students and those classified as L25 - 27 percentage point difference in ELA (85% proficient and 58% L25) and 16 percentage point difference in Math (48% proficient to 19% L25). We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve.

**Measurable Outcome:**

If we successfully implement differentiation, then our scores will reflect an increase of at least 3% in proficiency levels as evidenced by the 2022 FSA State Assessments.

**Monitoring:**

At monthly departmental meetings, the assistant principal will consult with department heads to analyze samples of techniques being used for note-taking and samples of student work. Data analysis of formative assessments will be reviewed quarterly to assess impact on student progress.

**Person responsible for monitoring outcome:**

Contessa Bryant (pr7901@dadeschools.net)

**Evidence-based Strategy:**

Within the targeted element of differentiation, our focus on the evidence-based strategy is Data Driven Instruction. Data driven instruction will be monitored through departmental meetings and data driven conversations.

**Rationale for Evidence-based Strategy:**

Data driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Based on observable results, teachers will continually make adjustments to teaching strategies.

**Action Steps to Implement**

Present a variety of note-taking strategies to staff during Opening of School Professional Development on August 20, 2021..

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

During department meetings held August 2021-June 2022, discuss specific needs of department in terms of appropriate strategies for specific disciplines; agree upon strategies that will be utilized.

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

During monthly Faculty Meetings held from August 2021-June 2022, departments will share strategies being utilized, anecdotes, and samples of student work.

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

Spotlight teachers for their use of effective note-taking strategies during faculty meetings from August 2021-June 2022

**Person Responsible**

Contessa Bryant (pr7901@dadeschools.net)

Have teachers who have been effective with notetaking share strategies during the November faculty meeting.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Have students provide feedback on effective notetaking strategies and how it helps via a survey by November 19, 2021.

**Person Responsible** Maggie Rodriguez (maggie\_rodriguez@dadeschools.net)

**#3. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** Based on the 2021 School Climate Survey results, six percent of students indicated disagree to the statement "I am getting a good education at my school." The school will endeavor toward ensuring equity and diversity for all students. We noticed that those students who are deficient in skill areas are often unengaged in their courses. We have determined that learning walks, which provide teachers with the opportunity to observe peer teachers, is needed in order to learn new and innovative instructional practices.

**Measurable Outcome:** By the end of the 2021-2022 school year, at least 50% of teachers will have the opportunity to participate in the learning walk process. This will provide teachers valuable insights into best practices and differentiation strategies to better teach every student.

**Monitoring:** The leadership team will conduct learning walks targeting evidenced based practices in classrooms spanning across multiple departments in order for teachers to witness best practices in action by their colleagues. The leadership team will also disseminate new and innovative instructional strategies resulting in evidenced teacher lesson plans and Scaling Day presentations during said learning walks. The end result will be continual improvement of instruction of all students, regardless of learning style or background.

**Person responsible for monitoring outcome:** Contessa Bryant (pr7901@dadeschools.net)

**Evidence-based Strategy:** Learning walks will allow The leadership team the opportunity to observe teachers and students during instructional time to ensure that equity and diversity are observed and addressed.

**Rationale for Evidence-based Strategy:** Student concerns regarding equity have been vocalized. In order to address this student concern, Learning Walks provide a brief classroom visit utilizing a researched-based tool. The leadership team will be afforded with the opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement addressing diversity.

**Action Steps to Implement**

Conduct initial Instructional Review with select teachers in October and then again in January for the midyear.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Starting with new teachers to the building, teachers will be released for the day to observe instruction in other classes and departments starting late October

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Create look-for document for teachers completing learning walks.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Debrief with teachers following their Learning Walks to gather what they've learned and how it will be turn-keyed in their classrooms.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Have teachers who've completed learning walks share experiences during the November faculty meeting.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Incorporate art teachers into the learning walk experience to increase collaboration between arts and academic teachers by December 17, 2021.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)



**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** Based on end of year survey, 10 of 30 teachers expressed interest in pursuing leadership opportunities both within and outside of the school. Our school will implement a Learning Leadership Cohort with the overarching area of Teacher Leadership based on our findings. The current administrators will provide a monthly workshop series to share on various topics including strength finding, systems, vision/mission development, data analysis, FELE prep, school operations, AP101, human resources, etc.

**Measurable Outcome:** If we successfully implement the Learning Leadership Cohort, 80% of identified teachers will participate in eight or more workshop sessions increasing teacher leaders in the building and their capacities.

**Monitoring:** The administrative team will collect artifacts including pictures, agendas, powerpoints and activities providing evidence.

**Person responsible for monitoring outcome:** Contessa Bryant (pr7901@dadeschools.net)

**Evidence-based Strategy:** Creating mentorships and partnerships will be the utilized as an evidence-based strategy to ensure this leadership area of focus is accomplished. The principal and assistant principal will mentor teacher leadership to ensure the bench at NWSA is constantly growing. In addition, teacher capacity and opportunities be increased as a result of Learning Leadership Cohort workshop.

**Rationale for Evidence-based Strategy:** This strategy is selected because of the power in mentoring and the importance of building trusting relationships. Overall, school culture will be positively impacted.

**Action Steps to Implement**

School administration will plan for and publicize the workshop series by September 1, 2021 via email.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

A site created survey will be created for teacher leaders interested in participating to register by September 1, 2021.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Teacher leaders will be given tasks outside of their classroom responsibilities to allow them opportunity to explore leadership activities where possible including but not limited to Open House, technology teams, orientation, etc. These opportunities will be ongoing throughout the year starting in August 2021.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Complete an end of year survey for teacher leaders to gather feedback about the effectiveness of the program in June 2022.

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Host a Leadership Cohort Meeting focused on budget allowing participants to understand general information on how the budget is constructed for the school by November 30, 2021

**Person Responsible** Contessa Bryant (pr7901@dadeschools.net)

Host a Leadership Cohort Meeting focused on operational issues (drills, maintenance, emergencies, etc.) allowing participants to better understand general information on how operations are handled within MDCPS by December 15, 2021

**Person Responsible** [no one identified]

**#5. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**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.

**During the 2020-2021 school year, New World School of the Arts processed two discipline referrals. The incident, involving two students, had to do with cyber bullying. Great energy was placed at sharing the importance of online etiquette and behavior. The Tell It Campaign was initiated and implemented during the Spring allowing students from both the college and high school to share incidents where they felt threatened, bullied, harassed or discriminated against. This campaign not only has accompanying collateral but is also complete with a full reporting system and anonymous hotline. NWSA will continue the Tell It Campaign into the 2021-2022 school year to ensure there are no incidences of student discipline. Additionally, appropriate behaviors are discussed during the student orientations, shared in handbook and reiterated during group counseling sessions by student services staff.**

## 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.

Events in the community at large especially in the area of race relations and equity have brought attention to areas of concern in the NWSA Community. This is evidenced by a new willingness on the part of students to openly communicate their dissatisfaction with particular situations and practices. NWSA is committed to providing ongoing and consistent support to our teachers through professional development, book studies and creating an environment in which teachers and students feel comfortable to speak freely regarding their beliefs. Several practices are in place to ensure a positive school culture and environment:

\*Book Study - All faculty, college and high school, were invited to participate in a book study using *How to Be an Antiracist* by Kendi.

\*Tell It Campaign - A combined campaign focused on the eradication of harassment, discrimination, bullying, etc was established complete with collateral, anonymous hotlines and open communication.

\*NWSA participates in Harvard's RIDES (Reimagining Integration: Diverse and Equitable Schools) Project meeting monthly to discuss and solve issues around true integration.

\*Mentoring- NWSA participates in mentoring programs on several levels to develop a sense of belonging, cohesion and partnership. Within the arts, freshmen are mentored by upperclassmen. The school has also implemented mentoring programs for students in the L25 to ensure they have academic supports, monthly counseling and quarter parent conferences so that students starting with us can graduate with us.

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

All stakeholders including faculty, staff, students and parents will contribute to the promotion of a positive culture and environment at the school. Dr. Bryant and Dr. Rodriguez will work to build meaningful parent involvement activities. Dr. Bryant and Dr. Rodriguez will celebrate teacher achievements by providing them with incentive spotlight pins and showcasing their contribution on a bulletin board located in a central location. All stakeholders will establish school norms that build core values. All stakeholders will serve to model the behaviors we would like to see in our school. Students will be actively involved and engaged in activities and decisions that directly impact the student body. Faculty and staff will set consistent discipline, approaching discipline more proactively. The Activities Director will create rituals and traditions that are fun for both students and teachers. Innovative teaching approaches that were covered in our in-house

professional development sessions (Scaling Excellence), will encourage teachers to develop new teaching methods and techniques which allow for teachers into the process of building school culture.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
<b>Total:</b>			<b>\$0.00</b>