Miami-Dade County Public Schools

Arthur And Polly Mays Conservatory Of The Arts

2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 23

Positive Culture & Environment 31

Budget to Support Goals 32

Arthur And Polly Mays Conservatory Of The Arts

11700 SW 216TH ST, Goulds, FL 33170

http://apmays.dadeschools.net

Demographics

Principal: Carmen Jones Carey

Start Date for this Principal: 7/16/2009

2019-20 Status (per MSID File)	Active
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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2020-21 ESSA Subgroups Represented (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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (55%) 2016-17: C (52%)
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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 23

Title I Requirements 0

Budget to Support Goals 32

Arthur And Polly Mays Conservatory Of The Arts

11700 SW 216TH ST, Goulds, FL 33170

http://apmays.dadeschools.net

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	85%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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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.

Arthur and Polly Mays Conservatory of the Arts WILL:
•Provide a seamless fine arts college preparatory curriculum for students from 6th to 12th grade.
•Prepare students for both college and careers in the Visual, Performing, and Expressive Arts Industry.

Provide the school's vision statement.

Arthur & Polly Mays Conservatory of the Arts will ensure that students receive a top notch education both academically and artistically, through a rigorous technologically-based curriculum that provides students the ability to earn up to two years of college credits while receiving award winning instruction from our Arts magnet programs.

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
Reid, Martin	Principal	Mr. Reid oversees all higher-level operations in our school. He to creates a safe learning environment and sets performance goals both for students and teachers, and oversees the process so that those goals are attained. He oversees the development and evaluation of educational programs. He encourages and supports development of innovative instructional programs, helping teachers pilot such efforts when appropriate. He promotes the use of technology in teaching/learning process. He promotes a positive, caring climate for learning. He deals sensitively and fairly with persons from diverse cultural backgrounds. Additionally, he communicates effectively with students, staff, parents and the community.
Farrell, Janice	Assistant Principal	Assist the Principal with the following: The development and evaluation of educational programs. Encouraging and supporting the development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Promoting the use of technology in teaching/learning process. Promoting a positive, caring climate for learning. Dealing sensitively and fairly with persons from diverse cultural backgrounds. Communicating effectively with students, staff, parents and the community.
Gregory, Renee	Teacher, K-12	As the language Arts Department Head she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies. Assist teachers with the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in professional growth activities. 2. Coordinates/reviews all gradebooks each-nine weeks to ensure minimum grades, grading scale, and legend that are easily understood. 3.Provides guidance and assistance in the maintenance of required diagnostic/ prescriptive profiles, records, and classroom folders. 4. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 5. Makes classroom visitations during the school year as deemed necessary by the principal’s designee. 6. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee.
Scavella, Arthur	Teacher, K-12	As the PLST Digital Innovator, he has the following responsibilities: 1. Conduct surveys to assess technology integration needs. 2. Promote digital literacy by providing professional development to build teachers' technology capacity in and address school-wide needs.
Whitaker, Tina	Teacher, K-12	As the Social Studies Department Head she has the following responsibilities: 1. Serves as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies. Assist teachers with the development of

Name	Position Title	Job Duties and Responsibilities
		strategies to improve instruction, including classroom management techniques, and serve as a resource person in professional growth activities. 2. Coordinates/reviews all gradebooks each-nine weeks to ensure minimum grades, grading scale, and legend that are easily understood. 3. Provides guidance and assistance in the maintenance of required diagnostic/ prescriptive profiles, records, and classroom folders. 4. Assists in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment. 5. Makes classroom visitations during the school year as deemed necessary by the principal's designee. 6. The department chairperson provides teacher support and assistance with professional growth and plans with the principal/designee 7. As the PLST Professional Development coordinator she assists with the development and implementation of school based professional development.

Demographic Information

Principal start date

Thursday 7/16/2009, Carmen Jones Carey

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.*

15

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

566

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

2

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

3

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	56	99	109	109	72	67	55	567
Attendance below 90 percent	0	0	0	0	0	0	4	32	33	31	22	14	12	148
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	4	9	9	8	9	8	2	49
Course failure in Math	0	0	0	0	0	0	7	17	41	32	23	22	11	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	9	18	9	8	7	6	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	6	11	18	13	11	10	15	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	41	52	36	9	0	0	147

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	5	22	33	26	23	22	14	145

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	1	1	2	0	0	0	4

Date this data was collected or last updated

Friday 7/16/2021

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	99	119	119	75	70	57	67	606
Attendance below 90 percent	0	0	0	0	0	0	30	34	39	21	15	12	17	168
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	9	10	8	9	10	2	0	48
Course failure in Math	0	0	0	0	0	0	17	43	35	24	23	11	1	154
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	8	19	10	8	8	6	9	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	8	19	18	11	10	15	20	101

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	21	34	30	24	23	14	10	156

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	1	1	2	0	0	0	2	6

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				60%	59%	56%	54%	59%	56%
ELA Learning Gains				57%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				48%	48%	42%	47%	51%	44%
Math Achievement				53%	54%	51%	46%	51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				54%	52%	48%	39%	50%	48%
Math Lowest 25th Percentile				57%	51%	45%	38%	51%	45%
Science Achievement				60%	68%	68%	65%	65%	67%
Social Studies Achievement				68%	76%	73%	64%	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	64%	58%	6%	54%	10%
Cohort Comparison						
07	2021					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-64%				
08	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-54%				
09	2021					
	2019	62%	55%	7%	55%	7%
Cohort Comparison		-61%				
10	2021					
	2019	62%	53%	9%	53%	9%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison						
07	2021					
	2019	48%	53%	-5%	54%	-6%
Cohort Comparison		-50%				
08	2021					
	2019	52%	40%	12%	46%	6%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	68%	18%	67%	19%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	71%	-7%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	71%	0%	70%	1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	63%	-4%	61%	-2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	54%	1%	57%	-2%

Grade Level Data Review - Progress Monitoring Assessments

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

Power BI according to mid-year assessment data. State assessment data 2021.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.8%	42.4%	44.3%
	Economically Disadvantaged	37.3%	40.0%	40.6%
	Students With Disabilities	20.0%	40.0%	25.0%
	English Language Learners	11.1%		30.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.0%	38.3%	52.0%
	Economically Disadvantaged	32.9%	36.6%	50.0%
	Students With Disabilities	20.0%	22.2%	71.4%
	English Language Learners	9.1%	18.2%	50.0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.7%	50.0%	40.2%
	Economically Disadvantaged	29.3%	46.1%	37.8%
	Students With Disabilities		18.2%	9.1%
	English Language Learners	28.6%	35.7%	27.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3%	32.2%	34.5%
	Economically Disadvantaged	28.1%	38.2%	38.6%
	Students With Disabilities	14.3.2%	35.7%	53.8%
	English Language Learners		9.1%	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	67.3%	57%
	Economically Disadvantaged		65..0%	
	Students With Disabilities		18.0%	
	English Language Learners		36.0%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.2%	51.4%	55.4%
	Economically Disadvantaged	46.4%	50.0%	56.8%
	Students With Disabilities	25.0%	33.3%	40.0%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.3%	32.2%	34.5%
	Economically Disadvantaged	22.2%	35.8%	35.3%
	Students With Disabilities	22.2%	12.5%	12.5%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	33.0%	52%
	Economically Disadvantaged		34.0%	
	Students With Disabilities		8.0%	
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	63.0%	63%
	Economically Disadvantaged		61.0%	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	73.0%	56%
	Economically Disadvantaged		67.0%	
	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		48.0%	52%
	Economically Disadvantaged		43.0%	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		34.0%	33%
	Economically Disadvantaged		33.0%	
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	17.6%	80%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	67.0%	53%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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			
	Economically Disadvantaged			
	Students With Disabilities			
	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			

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	27	40	35	14	18	13	28	32		100	75
ELL	45	48	45	36	23	17		50			
BLK	44	42	29	27	22	18	53	42	72	100	85
HSP	57	53	41	43	30	19	71	62	74	97	84
WHT	91	67		53	44		100				

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
FRL	51	49	36	34	24	17	61	50	71	100	85

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	27	43	43	29	36	40	35	32			
ELL	42	52	41	51	51	63	38	48			
BLK	50	56	48	46	53	55	52	62	76	100	79
HSP	68	61	48	57	55	67	67	71	67	87	80
MUL	64	36		60	60						
WHT	76	65		83	59						
FRL	57	55	46	49	53	58	57	65	69	92	79

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	28	49	55	32	43	41	43	45			
ELL	29	50	44	49	53	44	36				
BLK	45	45	45	39	34	43	68	46	64	91	38
HSP	61	57	48	52	45	35	59	78	68	93	52
MUL	55	55		50	20						
WHT	83	46		50	45		85	90			
FRL	51	50	47	44	38	39	63	61	58	91	46

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	55
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	63
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	12
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	49
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	58
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	71
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	54
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?

Here I will answer the question using 2019 state assessment data compared to 2021 state assessment data. The data trend across all grade levels indicated a decrease in the percentage of students that scored proficient in mathematics assessments. Students scoring proficiency on the 6th grade mathematics FSA assessment decreased from 50% to 30%. Students scoring proficiency on the 7th grade mathematics FSA assessment decreased from 48% to 37%. Students scoring proficiency on the 8th grade mathematics FSA assessment decreased from 52% to 13%. Students scoring proficiency on the Algebra EOC assessment decreased from 59% to 56%. Students scoring proficiency on the Geometry EOC assessment decreased from 55% to 33%. The data trend across most grade levels indicated a decrease in the percentage of students that scored proficient in language arts/reading assessments. Students scoring proficiency on the 6th grade ELA FSA assessment decreased from 64% to 51%. Students scoring proficiency on the 7th grade ELA FSA assessment decreased from 54% to 42%. Students scoring proficiency on the 8th grade ELA FSA assessment increased from 61% to 62%. Students scoring proficiency on the 9th grade ELA FSA assessment increased from 62% to 63%. Students scoring proficiency on the 10th grade ELA FSA assessment decreased from 62% to 52%. Students scoring proficiency on the 8th grade Science assessment increased from 42% to 51%.The 2019 ESSA data indicated a gap of 27 percentage points in mathematics for the students with disabilities when compared to those students without disabilities.

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

Here I will answer the question using 2019 state assessment data compared to 2021 state assessment data. The percentage of students scoring proficient on the Geometry EOC had a substantial decrease. The students scoring proficient dropped from 55 percent in 2019 to 33 percent in 2021.In addition, students scoring proficiency on the 8th grade mathematics FSA assessment decreased from 52% to 13%.

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 pandemic with quarantines, virtual learning, and a lack of face to face instruction contributed to this decrease. In addition, some of the geometry students were deficient in the algebraic skills needed to score proficient on the Geometry EOC due to the interruption of learning in Spring 2020. Another contributing factor was that in order to accommodate all of the students schoolwide, only online after-school tutoring was available. Intensive math classes, homeroom interventions, and in-person tutoring will be used to assist students in mitigating this learning loss.

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

Here I will answer the question using 2019 state assessment data compared to 2021 state assessment. The students scoring proficient on the 2021 Science assessment showed the greatest improvement. Students scoring proficient in 2021 was 51 compared to 42 scoring proficient in 2019, which was an increase of 9 percentage points. Additionally, the 8th grade students scoring proficient on the Language Arts FSA increased by one percentage point, from 61 percent scoring proficient in 2019 to 62 percent scoring proficient in 2021.

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

One factor contributing to this increase was the 8th grade Teachers' focus on benchmarks and standards. They also provided the remediation necessary to improve student achievement. Pull out interventions were also used for student remediation.

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

Students will be placed in homerooms based upon their 2021 FSA Reading level. Homeroom interventions will be utilized to accelerate learning and to mitigate learning loss. Mathematics push in and pullouts during homeroom will also be utilized to assist in mitigating mathematic learning loss. In addition, after school in-person tutoring will be available this school year. School-wide core data will be used to create focus calendars. Departmental and individual teacher data will be used to drive differentiated instruction within the classrooms. Standards-Based Collaborative Planning within the departments will also be used to drive classroom instruction.

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.

Technology integration with a focus on the SAMR model and peer to peer observation professional development opportunities will be available for teachers and leaders to accelerate learning within the classroom. Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

The new Reading Coach position will be used to foster modeling opportunities and assist will the facilitation of the peer to peer observations. In addition, departmental planning will be scheduled weekly and a member of the leadership team will attend to ensure fidelity to the strategies being implemented school-wide are aligned to the goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	The rationale for choosing professional learning was based on the teacher survey, indicating that 24.5% would benefit best from being part of a professional learning community. Research indicates that being part of a PLC builds stronger professional relationships, improves teaching and learning, helps teachers acquire emerging technology tools for the classroom, and assists teachers with learning new ideas. In addition, the data trend across all grade levels indicated a decrease in the percentage of students that scored proficient on the 2021 mathematics state assessments. The overall profiency went from 51 percent in 2019 to 37 percent scoring profiency in 2021.Technology integration with a focus on increasing student engagement will in turn lead to an increase in academic achievement.
Measurable Outcome:	The goal is for at least 50% of the teachers to participate in one of the technology integration PLC mini lessons by April 1, 2022. As a result of the instructional technology professional development, the teachers will be able enhance their instructional delivery to engage students and improve student academic outcomes on the 2022 state assessments.
Monitoring:	The area of focus will be monitored via mini lessons, sign in sheets, and classroom walkthroughs with technology integration look-fors and topic assessments.
Person responsible for monitoring outcome:	Martin Reid (mreid@dadeschools.net)
Evidence-based Strategy:	Technology integration is the strategy of focus being implemented for the 2021-2022 school year. Each week, as part of the PLC on technology integration, mini lessons will be provided. Sign in sheets will provide evidence of the lessons.
Rationale for Evidence-based Strategy:	Based upon the survey data, which indicated that only 40% of the teachers surveyed reported that they used the Promethean board activ panel, there is a need to transition from the modification step of the SAMR model to the transformational to truly integrate technology within classroom instruction.

Action Steps to Implement

The PLST Digital Innovator, will conduct a teacher survey the week of 9/7/21 to assess technology integration needs. The results of the survey will be presented at the September Leadership Meeting.

Person Responsible Arthur Scavella (ascavella@dadeschools.net)

On Monday 9/13/21, the Leadership Team will discuss the results and prioritize the technology integration needs with the school-wide goal of technology integration at the transformational level.

Person Responsible Martin Reid (mreid@dadeschools.net)

On 10/1/21, the PLST Digital Innovator, Dr. Scavella, will create a technology focus calendar , for the month of October to provide mini -technology trainings.

Person Responsible Arthur Scavella (ascavella@dadeschools.net)

The PLST Digital Innovator, Dr. Scavella, will conduct one mini-technology training for the following week 10/4/21 and 10/11/21.

Person Responsible Arthur Scavella (ascavella@dadeschools.net)

On November 1, 2021, the Leadership Team will review the Teacher Technology survey results to decide the next mini technology training needed. This decision will be based on the survey data.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

On November 9, 2021, during the Faculty meeting, Dr. Scavella will facilitate the mini-technology training.

Person Responsible Arthur Scavella (ascavella@dadeschools.net)

The new action steps involve offering additional professional development during select subsequent monthly faculty meetings. The next step will be a reintroduction to the SAMR model and the importance of the technology integration in moving to the next step of the SMAR model

Person Responsible Arthur Scavella (ascavella@dadeschools.net)

The following training will focus on the modification step of the SAMR as relates to different technologies. The following training will focus on the modification step of the SAMR as relates to different technologies. Teaches will include a modification step(s) in their lesson plan during the month of March. Teachers will present a sample of student work demonstrating the modification step of the SAMR model at a subsequent selected faculty meeting.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

#2. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Based upon the teacher and student 2021 school climate survey results, the data suggests that community involvement is the area of greatest need for school improvement. Community involvement includes all stakeholders. According to the staff school climate survey data, 68% of the teachers indicated that there is a lack of concern/support from parents. This indicates the need for stakeholder outreach for parents.
Measurable Outcome:	On the 2022 teacher school climate survey, the goal is to decrease the percentage of teachers suggesting that there is a lack of parent concern by 5%.
Monitoring:	This area of focus will be monitored by the usage of the school parent resource center (via sign in sheets) as well as parent contact logs.
Person responsible for monitoring outcome:	Janice Farrell (jfarrell@dadeschools.net)
Evidence-based Strategy:	The Community in Schools Partnership includes a parental involvement component as one of the program's goals. The strategy is to utilize the parental involvement liaison from Community in Schools to bridge the gap between the parents and the school and engage parents in their child's school experience. A wide body of evidence emphasizes the importance of family engagement for student achievement and social development over time and makes a strong case that engagement can be a powerful strategy for sustainable long-term student success. Research shows a variety of links between effective family engagement and student success
Rationale for Evidence-based Strategy:	Parental involvement is the key component in student academic achievement. Removing obstacles for parents to become involved in their child's education is paramount to their success.

Action Steps to Implement

The first step is to coordinate with the Community in Schools director to prepare the office space, phone and office furniture to house the parent involvement liaison. This will be completed by the week of 9/13/21.This will provide the meeting space for parent conferences to assist in bridging the school to home gap.

Person Responsible Martin Reid (mreid@dadeschools.net)

The second step involves coordinating with the Community in Schools director to set up interviews and hire the Parental Involvement Liaison. This will be completed by the week of 9/ 20/21.

Person Responsible Martin Reid (mreid@dadeschools.net)

The third step involves working with the counselors and teachers to create a target list of students with identified varying needs to provide additional support to the students and their parents. This list will be compiled by the week of 9/27/21.

Person Responsible Heather Jean-Louis (hjean-louis@dadeschools.net)

The Community in Schools Parental Involvement liaison will begin meeting with targeted students and parents to provide the information and/or resources necessary to assist the students with the ultimate goal of removing obstacles that are preventing these students from achieving academic success. The first meeting will take place the week of 10/4/21-10/8/21.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The Community Liaison was not able to be hired due to illness of the coordinator. We are pivoting to utilize the counselors to work with the targeted students and their parents. The counselors will be meeting with the list of targeted students and their parents beginning the week of November 1, 2021. The targeted list is comprised of 47 students with 3 or more early warning indicators.

Person Responsible Heather Jean-Louis (hjean-louis@dadeschools.net)

The counselors will be meeting with the next group of targeted students and their parents beginning the week of December 1, 2021. This targeted list is comprised of 130 students with 2 early warning indicators, .Additionally, an hourly CIS was hired to assist with parent communication.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Coffee and conversation with parents is scheduled for early February to introduce parents to the new principal. Information will be provided by the mental health coordination and counselors. Parents will be able to meet PTSA president.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Parent night will be scheduled for mid-February to introduce parents to resources that will assist parents with math instruction as requested by parents via the Title I survey. Over 6% of parents requested assistance with math instruction.

Person Responsible Maria Colli (mcolli@dadeschools.net)

#3. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based upon the 2021 staff survey, 84% of the staff indicated that they received support from teacher leaders. However, 16% of the them felt that they did not receive support from the teacher leaders. This is an area of growth opportunity for the leadership team.
Measurable Outcome:	On the 2022 staff survey, there will be an increase in the number of staff members indicating that they did receive support from teacher leaders by 3%.
Monitoring:	Teacher leaders will conduct weekly check-ins within the department to provide support as needed, utilizing a departmental log.
Person responsible for monitoring outcome:	Janice Farrell (jfarrell@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy is for teacher leaders to provide collaboration and support to teachers to help them identify their strengths and classroom approaches and align their instructional practices with school and district goals; this will build teacher capacity thereby increasing student achievement.
Rationale for Evidence-based Strategy:	A teacher leader is a professional educator who acts as a change agent to build capacity in self and others to increase effective educator practices and improve student learning. Teacher leaders can make a significant impact with instructional practices, and most importantly, student success. To address the 16% of the the teachers who indicated that they did not receive support from the teacher leaders, collaborative time will be utilized.

Action Steps to Implement

The Leadership Team on Monday 9/13/21 will create a teacher support survey to assess teachers in their department needing extra support and the type(s) of support that they feel is needed. This will provide teachers with a mechanism to communicate their areas of concern.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The Leadership Team on Monday September 27, 2021 will review the survey data and categorize and prioritize the survey results. The Leadership Team will discuss the types of support and best practices to provide the support requested.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

At the weekly department meeting the first week of October 2021, the department heads will disseminate the results to their departments and create a schedule to address departmental members' needs. These schedules will be coordinated during the leadership meeting on 10/4/21.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The department heads will work with the sub locator to secure subs for temporary duty time to facilitate time to provide the support for the teachers in their departments. The department heads, by October 11, will request the temporary duty days to provide the teachers with the necessary resources and support requested.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The Leadership Team on Monday November 1st, 2021 will meet and continue to discuss the different types of support and best practices needed in their departments with the goal of building a community where the teachers feel supported and feel confident in taking on new leadership roles. The Leadership Team will create a framework and norms to facilitate half day trust building department trainings for each department.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Beginning the week of November 15, 2021 the first department will have their trust and leadership building capacity activities.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Implement Collaboration Corner on Teams to provide support for each department. Collaboration corner is a place for teachers to request support from their teacher leaders.

Person Responsible Tina Whitaker (tinaywhitaker@dadeschools.net)

Schedule all departments during the month of February to complete the Strategic Planning professional development. Science Department is scheduled for February 7, 2022. Math and Social Studies Departments are scheduled for February 9, 2022. The Magnet Department is scheduled for February 10 and 11, 2022.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	We identified professional learning communities as an instructional practice necessary for the 2021-2022 school year, based upon the preferences and recommendations rankings responses from the teacher survey. 25% of the teachers responded that they would benefit from PLCs and 28% of them responded that they would benefit from teacher peer to peer observations.
Measurable Outcome:	The measurable outcome would be that 100% of the teachers will have the opportunity to participate in teacher-driven observations, with the goal of at least 50% of the teachers participating by April 1, 2022.
Monitoring:	The area of focus will be monitored by the completed teacher-driven observation (peer-to-peer) forms and teacher debriefings with administration.
Person responsible for monitoring outcome:	Martin Reid (mreid@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy chosen for this area of focus is peer to peer observations. Effective schools appreciate that non-judgmental observations can aid in forming high-quality professional development. These schools see peer observation as important because it can improve the quality of teaching and learning for an individual and the school as a whole.
Rationale for Evidence-based Strategy:	28% of the teachers surveyed indicated that teacher driven observations (peer to peer observations) would be the most beneficial job embedded professional development opportunity. The data from the 2021 school climate survey was used as the rationale for selecting teacher driven observations as the strategy.

Action Steps to Implement	
The PLC book study, Peer Coaching by Pam Robbins professional development course, will be proposed in the district catalog for Master Plan points. This will be completed by the week of September 13, 2022.	
Person Responsible	Tina Whitaker (tinaywhitaker@dadeschools.net)
Book Study chapter presentations will begin On October 12, 2021 at the faculty meeting. The department that signed for this date will present their chapter.	
Person Responsible	Janice Farrell (jfarrell@dadeschools.net)

The next book study presentation by the departments will be on October 26, 2021 at the faculty meeting. The department that signed for this date will present their chapter.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The next book study presentation by the departments will be on November 9, 2021 at the faculty meeting. The Magnet department date will present their chapter.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

The next book study presentation by the departments will be on November 23, 2021 at the faculty meeting. The Mathematics department date will present their chapter on November 23, 2021

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Continuation of the PLC books Study on Peer Coaching.

Person Responsible Tina Whitaker (tinaywhitaker@dadeschools.net)

Introduction to the TOT (Teachers observing teachers) model at the February 8, 2022 faculty meeting.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

Introduction to the WOW wall which will allow teachers to identify other teacher strengths and the process that will facilitate peer to peer observations.

Person Responsible Janice Farrell (jfarrell@dadeschools.net)

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.

Arthur & Polly Mays Conservatory of the Arts, when compared to all high schools statewide, fell in to the low category. The school reported 0.81 violent incidents per 100 students. The school reported 0.0 property incidents per 100 students. Additionally, the school ranked number 1/505 high school for the statewide rank for suspensions for the 2019-2020 school year with 0 suspensions.

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 schoolwide growth mindset program is promoting a positive school culture and environment for both teachers and students. The counselors, nurses, and social workers are available throughout the school day to address any student needs. The social emotional learning (SEL) presented through the language arts department is used as a vehicle to assist students in identifying SEL areas that they may encounter and how to address them or seek help.

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

The faculty and staff, using the language of growth mindset, promote a positive school culture. The counselors, social workers, and nurses, along with the language arts teachers use the SEL tool to assist students.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning**	**$0.00**
2	**III.A.**	**Areas of Focus: Culture & Environment: Community Involvement**	**$0.00**
3	**III.A.**	**Areas of Focus: Leadership: Leadership Development**	**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**	**$0.00**
		Total:	**$0.00**