
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	22
Positive Culture & Environment	30
Budget to Support Goals	31

Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST, Miami, FL 33185

<http://zgm.dadeschools.net>

Demographics

Principal: Miguel Balsera

Start Date for this Principal: 7/1/2013

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (71%) 2016-17: A (64%)
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	6
Needs Assessment	10
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	31

Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST, Miami, FL 33185

<http://zgm.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	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff, students, parents and community of Miami Arts Studio 6-12 @ Zelda Glazer work to create an enthusiastic and exciting learning environment where all students learn the value of critical thinking and the arts along with their rigorous academic programs. In this joint venture, we are dedicated to serving a diverse student population where students receive innovative instruction focused on academic and arts excellence by committed and supportive faculty, staff, and community partners. Through this partnership, we work to create a place for the arts and a home for the artist.

Provide the school's vision statement.

Miami Arts Studio 6-12 @ Zelda Glazer celebrates the magic of learning through critical thinking and arts education. Together, we will create a place for the arts and a home for the artist where we nurture a society of thinkers, artists and global citizens who are knowledgeable, compassionate, and confident.

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
Balsera, Miguel	Principal	School Principal oversees the school operations in its entirety.
Diaz, Ana	Assistant Principal	Assistant Principal in charge of curriculum. Overseas School Improvement Plan, Master Schedule, and all aspects of the schools curriculum.
Fleri, Patricia	Assistant Principal	Assistant Principal who overseas aspects of school operations, health and safety, attendance, and mental health.
Lombana, Melissa	Teacher, K-12	New and Early Career Teacher Support, mentoring teachers and also providing teachers support in Habits of Mind.
Gutierrez, Melissa	Teacher, K-12	Professional Learning and Growth Leader in charge of assessing teachers' professional development needs and creating professional development opportunities for teachers.
Puente, Glenda	Teacher, K-12	Digital Innovation Leader in charge of mentoring teachers on the digital platforms such as Schoology and TEAMS.

Demographic Information

Principal start date

Monday 7/1/2013, Miguel Balsera

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.*

56

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.*

21

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

1,794

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

1

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

2

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	245	303	258	272	273	211	207	1769
Attendance below 90 percent	0	0	0	0	0	0	5	4	5	6	8	11	10	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	0	0	2	8	1	1	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	2	9	6	5	4	6	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	3	8	7	7	4	6	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	42	27	39	0	0	0	123
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	1	0	4	2	4	2	3	16

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

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	295	255	278	290	232	212	220	1782
Attendance below 90 percent	0	0	0	0	0	0	4	5	11	9	13	10	22	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	2	0	0	4
Course failure in Math	0	0	0	0	0	0	1	0	5	8	1	1	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	8	3	4	4	6	2	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	8	4	8	4	6	16	49

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	1	4	1	4	3	3	5	21

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	1	0	0	1	1	0	0	3
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				87%	59%	56%	81%	59%	56%
ELA Learning Gains				70%	54%	51%	64%	56%	53%
ELA Lowest 25th Percentile				71%	48%	42%	62%	51%	44%
Math Achievement				87%	54%	51%	80%	51%	51%
Math Learning Gains				68%	52%	48%	66%	50%	48%
Math Lowest 25th Percentile				66%	51%	45%	57%	51%	45%
Science Achievement				80%	68%	68%	69%	65%	67%
Social Studies Achievement				93%	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
06	2021					
	2019	88%	58%	30%	54%	34%
Cohort Comparison						
07	2021					
	2019	84%	56%	28%	52%	32%
Cohort Comparison		-88%				
08	2021					
	2019	90%	60%	30%	56%	34%
Cohort Comparison		-84%				
09	2021					
	2019	88%	55%	33%	55%	33%
Cohort Comparison		-90%				
10	2021					
	2019	85%	53%	32%	53%	32%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	93%	58%	35%	55%	38%
Cohort Comparison						
07	2021					
	2019	85%	53%	32%	54%	31%
Cohort Comparison		-93%				
08	2021					
	2019	86%	40%	46%	46%	40%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	68%	43%	25%	48%	20%
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	96%	73%	23%	71%	25%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	71%	15%	70%	16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	63%	28%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	54%	25%	57%	22%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessment for Grades 6,7,8. Mid-Year Assessments for all EOC courses.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71.7	74.4	72.4
	Economically Disadvantaged	69.1	72.2	68.5
	Students With Disabilities			64.7
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60.8	68.3	78.2
	Economically Disadvantaged	63.36	71.6	77.2
	Students With Disabilities	47.1	52.9	64.7
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.9	84.5	84.5
	Economically Disadvantaged	74.1	84.2	81
	Students With Disabilities	60	66.7	93.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.3	75.3	84.9
	Economically Disadvantaged	84.2	65.6	74.7
	Students With Disabilities	40	80	73.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		97.6	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77.6	82.1	76.5
	Economically Disadvantaged	77.7	79.6	75.8
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.3	72.8	78
	Economically Disadvantaged	74.7	77.7	65.6
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		37.1	
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		82.5	
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		85	
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		87.6	
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		68.4	
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		48.2	
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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

77

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	57	49	46	60	42	30	47	85			
ELL	77	65	63	68	38	47	57	89	50		
HSP	85	64	63	75	40	45	75	87	67	100	61
WHT	81	65		73	42		83	85			
FRL	84	61	63	74	39	40	73	86	66	100	62

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	58	53	54	67	60	57	63	79			
ELL	73	64	66	78	58	57	82	84	29		
HSP	87	70	71	87	68	65	80	93	72	99	71
WHT	88	76	80	92	76		81	81			
FRL	86	70	72	87	68	67	79	92	71	99	72
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	46	61	64	54	57	50	35	87	23		
ELL	56	71	67	66	57	55	33	91	31		
HSP	80	64	62	81	66	58	70	93	69		
WHT	85	59		82	56		70		87		
FRL	79	64	62	79	65	56	66	93	64		

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	69
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	760
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
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	72
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	68
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?

2019 data findings: For ELA grades 6-10, our students scored significantly above the District and State averages. For example: 9th grade ELA, our students scored 90% while District scored 60% and State scored 56%. For MATH grades 6-8, our students scored significantly above the District and State averages. For example: 6th grade MATH, our students scored 93%, while District scored 58% and State scored 55%. Science scores were lower with our 8th graders scoring 68%, however, we still scored above the District's 43%, and State's 48%. For 11th grade US HISTORY EOC, our students scored 86%, compared to the District's 71% and State's 70%. 2021 data findings: For ELA grades 6-10, our students continued to score significantly above the District and State averages. For example: our 9th grade students scored 86.6% proficiency. Although there was a drop in score, it is still well above the District and State averages.

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

2019 data findings: According to the 2019 findings, 8th grade Science is an area which needs improvement.

2021 data findings: According to the 2021 findings, 8th grade Science is an area which needs improvement.

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

Most of our 8th grade Science students who do not take High School Science are ELA FSA levels 1 and 2, which is a contributing factor to the lower scores.

In order to address this need for improvement, we will focus on increasing problem solving skills, differentiated instruction, extended learning opportunities and increase rigor on standards based lessons.

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

Based off progress monitoring and 2019 and 2021 state assessments, Civics EOC showed the most improvement.

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

Some of the contributing factors include Increased tutoring, student attendance, data driven instruction and standards-based collaborative planning.

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

The Evidence-based strategy chosen is differentiated instruction to accelerate learning. We will continue to implement differentiated instruction, data driven lessons, and data chats. In addition, we will incorporate enrichment activities in order to address possible learning losses from the 2020-2021 school year. .

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.

Based on the strategies identified to accelerate learning, Professional Development opportunities will include:

1. Provide training on new schoology platform
2. Modernizing classroom instruction through Collaborative Planning
3. Managing Data Systems and Processes
4. Focusing on Sustainable Results

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

In order to ensure sustainability, systems will be in place to provide support for teachers through our Professional Learning communities. In addition, continuous monitoring and evaluation of strategies will be in place. Common planning and vertical planning will be an area of focus.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Differentiated instructions will be used throughout all core courses to meet the instructional needs of individual students and assist in closing the achievement discrepancy between all student demographics within the data. According to the 2020-2021 data both Math FSA and 8th grade science are areas of focus. The proficiency in math grades 6 - 8 dropped 16 points from 87% to 75%, conversely, 8th grade Science dropped 10% points from 67% to 57%

Measurable Outcome: Content area teachers at Miami Arts Studios 6-12 @ Zelda Glazer will be able to effectively implement differentiated instruction strategies in order to increase in proficiency levels by targeting student needs in varied demographic groups

Monitoring: Periodic data chats as well as Diagnostic Assessments, Mid Year Assessments and classroom data will be used to monitor the desired outcome in each department.

Person responsible for monitoring outcome: Ana Diaz (anniediaz25@dadeschools.net)

Evidence-based Strategy: The Evidence-based strategy chose is differentiated instruction. The teacher may teach the same material to all students using a variety of instructional strategies or may deliver lessons at varying levels of difficulty based on the ability of each student. Teachers who practice differentiation in the classroom may: Students exposed to differentiated instruction will receive differentiation through the content, product, or process.

Rationale for Evidence-based Strategy: Differentiated Instruction will target the achievement gap between all student demographics including but not limited to students with disabilities, English language learners, and students falling within the lowest twenty-five percent.

Action Steps to Implement

October 29, 2021, professional development on Differentiated Instruction will be provided to teachers. As a result, we will see teachers group students by shared interest, topic, or ability for assignments.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 28, 2021, the school's administration will conduct classroom walk-throughs to ensure teachers are using differentiated instruction. As a result, students will have access to Differentiated Instruction specific to their learning styles.

Person Responsible Patricia Fleri (197492@dadeschools.net)

September 1, 2021 - October 28, 2021, Common Planning sessions will focus on designing lessons based on students' learning styles. As a result, teachers will share best practices on Differentiated Instruction and implement those strategies into their lessons.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 28, 2021, teachers will assess students' learning using formative assessments. As a result, the data will be collected and reviewed in data chats.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 28, 2021, teachers will continually assess and adjust lesson content to meet students' needs. As a result, teachers will continually adjust lessons to incorporate differentiated instruction based on the needs of the students.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: According to the 2020-2021 data both Math FSA and 8th grade science are areas of focus. The proficiency in math grades 6 - 8 dropped 16 points from 87% to 75%, conversely, 8th grade Science dropped 10% points from 67% to 57%. The Evidenced-based strategy Collaborative Data Chats will be used throughout the school to employ a unified concept with well-designed structures for data use, involving purposeful time, capacity-building, and resource and tools implementation. Collaborative Data Chats will also makes sure that data use is effective, allowing teachers to spend efforts planning actions and engaging in instruction.

Measurable Outcome: All teachers at Miami Arts Studios 6-12 @ Zelda Glazer will be able to effectively participate in Collaborative Data Chats opportunities to work together to make connections through analyzing data, examining their practice, sharing with colleagues, and improving their skills to assist in advancing student outcomes.

Monitoring: Periodic data chats as well as Diagnostic Assessments, Mid Year Assessments and classroom data will be used to monitor the desired outcome in each department.

Person responsible for monitoring outcome: Ana Diaz (anniediaz25@dadeschools.net)

Evidence-based Strategy: Through Evidence-based Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale for Evidence-based Strategy: Evidenced-based Collaborative Data Chats will target the achievement gap between all student demographics including but not limited to students with disabilities, English language learners, and students falling within the lowest twenty-five percent.

Action Steps to Implement

September 1, 2021 - October 29, 2021, Collaborative Data Chats will be scheduled monthly in order to analyze and compare student performance. As a result, teachers will be able to discuss and evaluate data.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

September 1, 2021 - October 29, 2021, the school's administration and support staff will provide a way for teachers to engage in professional dialogue which fosters collaboration and trust. As a result, teachers will feel empowered to make decisions to improve instruction.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 29, 2021, administration and support staff will determine strategies to be implemented to provide remediation and/or enrichment to students. As a result, students will receive targeted instruction.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 29, 2021, and as a result of the Collaborative Data Chats, teachers will identify instructional needs to support instruction. As a result, professional development opportunities will be provided to address teachers' specific needs.

Person Responsible Melissa Gutierrez (305075@dadeschools.net)

September 1, 2021 - October 29, 2021, support curriculum will be developed where new ideas and methods of instruction can be implemented. As a result, teachers will learn new methods of instruction to utilize in their lessons.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity**Area of****Focus****Description and Rationale:**

School will prioritize efforts to foster inclusivity, tolerance and anti-bullying in the school culture and classroom. Our school's theme this year is "MAS Culture" which seeks to promote fundamental values to encourage inclusivity for all students.

Measurable Outcome:

The school's culture will reflect an environment where students and staff feel safe from physical harm, teasing, gossip and exclusion in school and/or social media.

Monitoring:

Counselors will conduct classroom visits to establish the protocols of an inclusive environment in addition to grade-level orientations wherein administration will promote a positive and inclusive culture. Additionally, counselors will meet with students through a "counselor check in" to ensure students feel safe and included at school.

Person responsible for monitoring outcome:

Patricia Fleri (197492@dadeschools.net)

Evidence-based Strategy:

Through the Evidence-based strategy, Inclusivity, Tolerance, and Anti-Bullying, seeking equity is vital for preparing for creating a school and culture that accepts the contributions of all people. Diversity refers to recognizing a variety of differences in the classroom. Equity allows the differences to change the way we think, teach, learn, and act such that all experiences and ways of being are handled with fairness and justice. These concepts complement each other and enhance educational opportunities for all when simultaneously connected.

Rationale for Evidence-based Strategy:

The Evidence-based strategy, Inclusivity, Tolerance, and Anti-Bullying, will focus on the inclusivity of all stakeholders inside and outside of the classroom to enhance educational opportunities for everyone.

Action Steps to Implement

September 1, 2021, Grade-level orientations will be held to establish the protocols for a safe, and inclusive school culture. Students will be informed that our school culture is one that promotes tolerance and inclusivity. Students will be advised that bullying will not be tolerated and should be reported to a teacher or counselor. As a result, students will practice tolerance and inclusivity in social and classroom settings.

Person Responsible

Miguel Balsera (pr6052@dadeschools.net)

August 23, 2021, teachers will establish inclusivity and promote tolerance, in addition to implementing Habits of Mind. As a result, students will feel safe to express their opinions and ideas in their classrooms in a positive, non-threatening manner.

Person Responsible

Patricia Fleri (197492@dadeschools.net)

September, 1, 2021, teachers will incorporate culturally relevant teaching into their lessons. Teachers will insure students are able to express their opinions and ideas in a culturally safe environment. As a result, students will feel safe expressing their opinions and ideas in a safe, non-threatening manner.

Person Responsible

Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 teachers will purposefully plan and incorporate activities in their lessons that will enhance the opportunities for discussions on inclusivity, and tolerance. As a result, tolerance and inclusivity will be practiced in the classroom.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021, teachers and staff members will use social media platforms to promote student successes and make students feel that they are a part of the MAS Culture. As a result, stakeholders, including the surrounding community, will gain insight into the positive school culture at MAS.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus	Managing accountability systems will assist in making informed decision about individual student needs to fill the achievement gap, assisting students to increase learning outcomes.
Description and Rationale:	
Measurable Outcome:	The measurable outcome will be the increase in student achievement data focusing on State and Local Assessment Tools.
Monitoring:	This area of focus will be monitored by the Team leaders as well as Assistant Principals via data chats and learning outcomes.
Person responsible for monitoring outcome:	Ana Diaz (anniediaz25@dadeschools.net)
Evidence-based Strategy:	The Evidenced-based strategy, Involving Staff in Important Decision Making allows the staff to gain professional and personal stake in the school and its overall success.
Rationale for Evidence-based Strategy:	The Evidenced-based strategy, Involving Staff in Important Decision Making, leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed.

Action Steps to Implement

September 1, 2021 - October 29, 2021, the members of the team will monitor data and report back to department members. As result, areas of deficiencies will be identified and need to be targeted for improvement.

Person Responsible Melissa Medina (mbarba@dadeschools.net)

September 1, 2021 - October 29, 2021, professional development opportunities will be provided as needed to support teacher development. As a result, the implementation of the professional development will help close the achievement gap by incorporating new strategies into lesson plans.

Person Responsible Melissa Gutierrez (305075@dadeschools.net)

September 1, 2021 - October 29, 2021, classroom walk-throughs will be conducted to monitor the implementation of strategies learned through the professional development sessions. As a result, valuable feedback will be provided during teacher data chats.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1, 2021 - October 29, 2021, data analysis and data chats will be conducted by departments. As a result, strategies will be developed to target areas of weakness.

Person Responsible Melissa Medina (mbarba@dadeschools.net)

September 1, 2021 - October 29, 2021, Instructional planning sessions will be held by department to continue to develop strategies that will help close the achievement gap. As a result, teachers will plan collaboratively to develop instructional strategies.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

Miami Arts Studio 6-12 @ Zelda Glazer is ranked #2 out of 505 high schools statewide and # 2 of 74 high schools in the county with regards to school safety. Miami Arts Studio reported 0.1 incidents per 100 students. When compared to all high schools statewide, it falls into the very low category. This rate is less than the statewide high school rate of 3.3 incidents per 100 students. Current school culture and environment protocols will continue to be implemented, to monitor behavior and/or discipline in the goal of continual safety of all stakeholders at Miami Arts Students. These protocols consist of resource officer presence at school and participation within our school culture, continual monitoring and school circulation of school campus, counselor availability, and training of all school site professionals.

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.

Teachers: Teachers feel valued and appreciated through a variety of experiences. Most importantly, our individual departments create a supportive and welcoming environment where teachers are heard and advocated for. Department heads filter teachers' needs back to administration where every effort is made to continue the support. Teachers are continuously celebrated throughout the year through celebratory activities and events which recognize their accomplishments. Social media is used to spotlight varied achievements by both teachers and students.

Students: Students are surrounded by positive role models as well as a positive learning environment. The physical school provides a safe, clean, and welcoming space where they can excel. Modeled by teachers and administration alike, all students are exposed to an inclusive environment, free of bias and judgements. Student expectations are clearly communicated within the classroom setting as well as through administrative meetings with students per grade level, held twice throughout the school year.

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

Building a positive school culture that creates an environment that is inclusive, non-threatening and equitable requires strong school leadership that includes the principal, assistant principals, teacher leaders and counselors. The principal’s role is to set the tone and establish the programs that will be weaved throughout the curriculum and in the day-to-day operations of the school, programs such as the incorporation of Habits of Mind, MAS Talks, and the freshmen experience class. The assistant principals will conduct student and parent orientations, monitor student discipline and ensure all stakeholders are well-informed of the programs that are available at the school. Counselors will be responsible for making connections with students and identify and report areas of weakness or problems that need to be addressed. Additionally, teacher leaders will assist in providing and responding to feedback from stakeholders.

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: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00