

Miami-Dade County Public Schools

New World School Of The Arts



2022-23 Schoolwide Improvement Plan

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New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

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

Demographics

Principal: Contessa Bryant S

Start Date for this Principal: 8/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (82%) 2018-19: A (79%) 2017-18: A (75%)
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	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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25 NE 2ND ST, Miami, FL 33132

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>47%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bryant, Contessa	Principal	As principal, Dr. Bryant is the keeper of the vision for New World School of the Arts. She is responsible for sharing the vision. Proper management of resources, both human and fiscal, and necessary to ensure the vision can be manifested.
Ricot, Cassandre	Teacher, K-12	This teacher is responsible for planning and delivering world class instruction in a safe, welcoming and equitable learning environment. Additionally, this teacher leader is the test chair and ensures smooth, successful testing sessions throughout the school year.
Cardona, Waleska	Magnet Coordinator	As Magnet Lead Teacher and Activity Director, Ms. Cardona-Haris is responsible for ensuring recruitment and retention strategies for the student body. She visits middle schools to meet parents and students selling the New World School of the Arts brand. Additionally, the Magnet Lead Teacher ensures all auditions are scheduled, completed, recorded and communicated to families with fidelity. As Activities Director, Ms. Cardona-Haris oversees all activities, clubs and field trips for the student body ensuring a complete high school experience for all students.
Santiesteban, Katerina	Teacher, K-12	This teacher is responsible for planning and delivering world class instruction in a safe, welcoming and equitable learning environment.
Salvo, Eugenia	Assistant Principal	The assistant principal is responsible for assisting the principal in the realization of the vision for the school. As the sole assistant principal of New World School of the Arts, the assistant principal is responsible for Curriculum, Special Education, Security, Discipline among other duties.

Demographic Information

Principal start date

Monday 8/10/2020, Contessa Bryant S

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

6

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

469

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	132	120	116	109	477
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	5	4	7	25
One or more suspensions	0	0	0	0	0	0	0	0	0	6	2	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	5	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	1	1	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	8	9	11	0	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	9	1	1	7	18

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	13	2	6	9	30

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	133	128	111	115	487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	6	4	4	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	0	2	7
Course failure in Math	0	0	0	0	0	0	0	0	0	1	9	2	2	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	6	4	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	4	7	7	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	12	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	6	4	2	2	14

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	133	128	111	115	487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	6	4	4	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	0	2	7
Course failure in Math	0	0	0	0	0	0	0	0	0	1	9	2	2	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	6	4	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	4	7	7	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	12	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	6	4	2	2	14

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	93%	54%	51%				91%	59%	56%
ELA Learning Gains	84%						74%	54%	51%
ELA Lowest 25th Percentile	85%						75%	48%	42%
Math Achievement	65%	42%	38%				72%	54%	51%
Math Learning Gains	62%						47%	52%	48%
Math Lowest 25th Percentile	52%						41%	51%	45%
Science Achievement	92%	41%	40%				91%	68%	68%
Social Studies Achievement	90%	56%	48%				96%	76%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	71%	25%	70%	26%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	63%	-3%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	54%	23%	57%	20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK	83	80	83	44	58	57		82		100	100
HSP	93	85	86	65	66	50	92	92		100	100
WHT	98	80		81	55		100	88		100	100
FRL	88	79	83	55	58	36	90	85		100	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
BLK	62	50	50	15	20	20	40	92		100	100
HSP	88	56	58	50	15	15	78	84		100	100
WHT	93	66		65	28		84	88		100	100
FRL	80	55	56	40	18	16	72	84		100	100

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55										
ELL	100	67		50	42						
BLK	87	73	86	48	38		73	100		100	100
HSP	92	75	73	77	46	40	93	94		100	100
WHT	92	75		77	52		95	96		100	100
FRL	92	75	72	71	47	42	87	88		100	100

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	82
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	823
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	76
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

New World School of the Arts witnessed increases in mathematics, with proficiency moving from 49% to 65%, learning gains from 18% to 62%, and lowest quartile learning gains from 29% to 52%. Similar increases were witnessed in English Language Arts (ELA) with proficiency moving from 86% to 93%. Learning gains moved from 55% to 84%, while learning gains of the lowest quartile moved from 59% to 85%. Increases were similarly seen in Science and Social Sciences. New World School of the Arts has consistently maintained 100% in graduation rate and acceleration. In addition, 80% of students identified as SWD in 9th & 10th grade increased in learning gains compared to last year's scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components of 10th grade students who took Algebra I with us in 9th grade, decreased in proficiency and learning gains in Geometry. Specifically, 66% of Algebra students demonstrated proficiency on the 2021 Algebra EOC as compared to 50% of Geometry students demonstrating proficiency on the 2022 Geometry EOC.

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

The contributing factors that generated this need for improvement include a need to emphasize, plan, and implement interactive, hands-on instructional strategies using manipulatives in math. Additionally, a better understanding of data and data analysis at the start of the school year will provide teachers areas of focus. Lastly, the investment in an interventionist for the group of Geometry students who took Algebra I at NWSA during their 9th grade year would prove beneficial.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics, in all categories, demonstrated improvements with proficiency moving from 49 percentage points on the 2021 FSA EOC to 65 percentage points on 2022 FSA EOC. ELA 9th grade, had the largest increase in proficiency moving from 83% to 94%, 10 percentage points from their 2021 FSA ELA.

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

There is a consensus that the structured, effective notetaking added to last year's school improvement plan contributed to the improvements witnessed on the 2022 FSA. Some of the new actions taken included students utilizing three column note-taking in math, allowing for reference materials when completing homework and assignments. Additional actions that our school took were students participating in extended learning opportunities and the use of interactive games/technology, which all contributed to the improvement in 2022 FSA results.

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

The strategies to accelerate learning include: increased professional development focused on instructional strategies, hiring of interventionists for specified groups of students to reach their educational aims, continued use and implementation of note-taking skills and strategies, infusion of test taking strategies during test reviews and lesson planning, implementation of regularly scheduled data

chats during department chairs meetings, department meetings, and faculty meetings as well as creating SAT/ACT Boot Camps in the Fall either through Saturday School or in an after school program.

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.

Teach Like a Champion strategies will be taught at the start of the school year and revisited each faculty meeting with a focus on specific TLAC strategies. Quarterly Instructional Reviews for teachers to demonstrate and learn best practices cross-curriculum horizontally and vertically. Professional Development on data and data analysis of students' performances and performance reviews.

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

To ensure sustainability of improvement in the next year and beyond, New World School of the Arts will continue to implement Saturday School Academy for F.A.S.T., AP, and EOC reviews to ensure sustainability of improvement for next year and beyond. Additionally, SAT/ACT boot camp sessions will be implemented throughout the school year to increase students' performance on national standardized tests. Instructional Reviews will continue to be implemented to ensure faculty development and increased use of best practices within the classrooms.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus**

Description and Rationale: According to the 2022 EOC Math Results, students who completed Algebra 1 in grade nine demonstrated a decline in proficiency on the Geometry EOC in grade ten. Specifically, 66% of Algebra students demonstrated proficiency on the 2021 Algebra EOC as compared to 50% of Geometry students demonstrating proficiency on the 2022 Geometry EOC. This represents a decrease of 16 percentage points. In the same vein, 23% of grade 10 ELA students failed to make learning gains on 2022 FSA ELA Assessment. Based on the data, differentiation would prove beneficial for students matriculating from grade 9 to 10 in both mathematics and ELA.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should be****a data based,****objective****outcome.**

With the implementation of differentiated instruction, math and ELA proficiency scores will be maintained at 65% and 93% respectively based on the new F.A.S.T. Assessment.

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Curriculum Council will review data of formative assessments monthly to observe progress and ensure students are demonstrating growth on remediated standards and provide extended learning opportunities to those students who are not showing growth on OPMs. Administration will create agendas and facilitate data analysis to plan strategically for differentiated instruction.

Person**responsible for****monitoring****outcome:**

Contessa Bryant (pr7901@dadeschools.net)

Evidence-**based****Strategy:****Describe the****evidence-****based strategy****being****implemented****for this Area of****Focus.**

Within the Targeted Element of Differentiated, our school will focus on the evidence-based strategy of: Data-Driven Decision Making. Data-Driven Decision Making will assist with increasing overall proficiency as it is a systematic approach to instruction to meet the students' needs.

Rationale for**Evidence-****based****Strategy:****Explain the****rationale for**

New World School of the Arts boasts a rich history of being a high performing school earning As for several consecutive years. The goal this year is level up! Having a firm understanding of data will have a positive impact on student achievement all while building teacher capacity, continuing a legacy of being a high performing school and ensuring that learning gains increase. It is vital to provide teachers with the tools and

selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy. abilities to make academic decisions based on data. This will require professional development on differentiated instruction, data use, and instructional strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/12 - Administration will share 2022 Data at the Opening of Schools Meeting. As a result, teachers will understand the data and have a more thoughtful and strategic plan for instruction from the first day of school.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

8/10-10/14 - The Leadership Team will complete data analysis workshops through a number of meetings including faculty, curriculum council and department. As a result, teachers will identify student needs based on data, and create lesson plans targeted toward those needs.

Person Responsible Waleska Cardona (wcardona@dadeschools.net)

8/12-10/14 - Through department meetings, the Leadership Team will communicate clear expectations for effective lesson planning, considering differentiation. As a result, teachers will create and implement lesson plans that include differentiated instruction and targeted teaching.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

9/14-10/14 - Leadership Team members will host a professional development on Teach Like a Champion. As a result, teachers will learn specific and intentional strategies to support them in implementing differentiation and will have an opportunity to learn from each other.

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

11/8 - Conduct a professional development on the uses of data in the classroom impacting teachers planning to include differentiated instruction. This professional development is necessary to allow teachers a sense of ease when working with data.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

12/6 - During the monthly faculty meeting, allow teachers to share their positive uses of data to impact student learning and teacher planning.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

#2. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>In accordance with the 2021-2022 Climate Survey, only 26% of teachers agree with the statement, "I feel staff morale is high at my school." Additionally, only 68% of teachers agree with the statement "I feel my ideas are listened to and considered." With a clear understanding of the importance of teacher voice, New World School of the Arts seeks to develop strong teachers leaders with a shared sense of responsibility in the work, reputation, and future of the school. The purpose is to inspire faculty to challenge each member and create an environment that focuses on the overall success in students' educational aims, morale, and post-secondary goals. With a goal of transformational leadership, the leadership team will identify and track students that are deemed educationally at risk, serve as a review committee to deal with truancy and discipline, and develop strategies to maintain and improve a diversified enrollment.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>New World School of the Arts will develop a new Curriculum Council for the 2022-2023 school year with the focus on specific student data analysis, program development and effective monitoring. This council will incorporate various teachers' voices to address input and morale. Fifteen meetings will be held complete with agenda, evidence of data analysis and program development impacting student attendance, college enrollment, scholarship attainment and student achievement. This will result in an increase in staff identifying that morale is high and feeling their ideas are valued, based on the 2023 Climate Survey.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>To ensure the consistency and effectiveness of bi-weekly meetings, administration will attend and monitor all meetings, recording agendas, attendance, and ideas generated. This will ensure that data analysis is completed at each meeting, tracking that teachers provide input on data trends related to attendance, behavior, curriculum and magnets which will be of the utmost importance. New World School of the Arts will be able to maintain student attendance, increase student scholarship attainment, track college applications through enrollment and ensure academic achievement.</p>
Person responsible for monitoring outcome:	<p>Contessa Bryant (pr7901@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Instructional Leadership Team, our school will focus on the evidence-based strategy of Shared Leadership: bi-weekly meetings for data analysis on district and state performance reviews to ensure progression of students, attendance, and instructional planning/coaching to include differentiated instruction in accountability classrooms.</p>

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Shared Leadership evidence-based strategy will ensure the desired goal for this Area of Focus is reached. Meetings will be managed properly so that there is an exchange of information, problem solving and review. Involving teachers in decision-making will allow professional and personal stake in the school and its overall success. The 2022-2023 Staff Climate Survey will increase in statements connected to sharing ideas and school morale.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/10-8/17 - The Activities Director will solicit teachers who would be interested in being a part of the Curriculum Council. As a result, more teachers will feel empowered to be a part of the decision-making school team and shared goals will be promoted by all stakeholders.

Person Responsible Waleska Cardona (wcardona@dadeschools.net)

8/10-8/17 - Administration will identify members of the Curriculum Council. As a result, the team will begin to understand curriculum-based decisions and share information with all stakeholders to promote a unified goal.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

8/17 - Administration will notify members of the new Curriculum Council. As a result, more instructional staff will feel committed to shared goals and will participate in decision-making.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

9/6 - Administration, along with the Curriculum Council will conduct the first meeting for the 22-23 school year by August 31, 2022 to discuss 2022 climate, attendance and achievement data. As a result, more stakeholders will know and promote our data and shared school goals.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

10/31-12/16- The Curriculum Council will study available data to include but limited to graduation readiness, PM 1, attendance, math topic assessments to begin determining supplemental learning schedule for the 22-23 school year..

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

10/31-12/16 - The Curriculum Council will plan and implement at least one fun activity for the school staff to ensure a positive work environment is present impacting climate survey data.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

New World School of the Arts has maintained a higher attendance level than the district. For the 2022 school year, New World School of the Arts had 53% of students who were present at least 90% of school days as compared to the District who had 56%. A closer look at the data shows that 8% of 9th graders, 14% of 10th graders and 13% of 11th graders had attendance that fell below 90%. The maintenance of adequate attendance is necessary to continue enrollment at the school. There needs to be focused and planned work in this area. New World School of the Arts recognizes the importance of attendance to student achievement.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve. This should be a data based, objective outcome.

Through the implementation of a revised attendance plan, New World School of the Arts will demonstrate higher attendance than the district specifically in students absent 0-10 days by 3 percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In accordance with the new attendance plan for New World School of the Arts, an attendance team will be responsible for identifying students biweekly in need of attendance interventions including but not limited to calls home, conferences, contracts, probation, etc. A new tone will be set for student attendance where students will be rewarded for their attendance - practices aligned with Positive Behavior Schools. Attendance data is shared from the district office quarterly and summative data shared at the end of the school year allowing for progress monitoring of the goal.

Person

responsible for monitoring outcome:

Martha Miranda (mmiranda7901@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

In efforts to complete this goal, New World School of the Arts will utilize effective evidence-based strategy of Attendance Incentives.

Rationale for Evidence-based

Strategy: Explain the rationale for

Attendance Incentives is selected as it involves the close monitoring and reporting of student absences along with the supports necessary for students and families. New World is located in the heart of Downtown Miami with students residing from Homestead to the Broward County lines. These families, specifically following the pandemic, may need supports to ensure proper attendance. The effectiveness of the attendance plan

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

will depend on the ability to empower our teachers and staff to approach challenges with creativity and love.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/16- Attendance team members will share the revised attendance plan with the faculty and staff. As a result, all staff members will promote the same message, rewards, and consequences, and there will be more cohesion in implementation of the attendance plan.

Person Responsible Jessica Gonzalez (jgonza79@dadeschools.net)

8/17-8/26 - Leadership Team will share the revised attendance plan with students during first week of schools. As a result, students will be empowered with tangible expectations and have clarity about consequences and rewards.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

9/21 - Administration will share and review the revised attendance plan with parents during the Open House activities. As a result, all stakeholders will be aware and empowered with clear and consistent information about expectations.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

8/30-9/23 - The Leadership Team will communicate the revised attendance plan with deans and other college staff during weekly NWSA Admin meetings. As a result, all students will receive the same message about the plan for all pertinent stakeholders and will be clear about expectations.

Person Responsible Waleska Cardona (wcardona@dadeschools.net)

10/31-12/16 - The Leadership Team will collect data on outstanding attendance and prepare to celebrate students at the midyear recognition breakfast.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

12/9 - The Leadership Team will meet to discuss if there are any necessary revisions to the new attendance and tardy policies. Data will be collected, studied and shared with key stakeholders to determine if further revisions are necessary.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

#4. Instructional Practice specifically relating to Career & Technical Education

Area of Focus
Description and Rationale: New World School of the Arts is recognized as one of the highest performing magnet schools in the nation according to US News Reports. The partnership with University of Florida and Miami Dade College is vital to maintain this standing. Students are actively engaged in music, dance, theater and visual arts. NWSA received the rating of Excellence for 2022 from the Magnet Schools of America (MSA). While this shows an improvement over the previous year, New World School of the Arts would like to be recognized as a Demonstration School by Magnet Schools of America. In order to accomplish this feat, there will need to be a strengthened alignment between the arts and academics. Additionally, there will need to be a streamlined approach to our magnet program and how the work we do collectively supports it.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. If project based learning is implemented with fidelity then New World School of the Arts will be able to maintain its Excellence designation and National Certification by Magnet Schools of America.
This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. This Area of Focus will be monitored monthly by the Magnet Integration Team. This team will not only write the application completing powerful narratives of the work being done at the school, but the team will also collect the artifacts to support the writing. Effective communication between New World's leadership including the Provost and Deans will be required to ensure all the work that is done is documented and aligned to the standards shared by Magnet Schools of America.

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

Evidence-based Strategy:
Describe the evidence-based strategy being Within the Targeted Element of Career & Technical Education, New World will focus on the evidence-based strategy of Inquiry-Based Learning. In order to accomplish the desired goal, teachers and students will engage in both Project-Based and Inquiry-Based Learning.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Feedback from Magnet Schools of America for the 2021-2022 application identified Innovative Instructional Strategies related to the integration of the magnet theme in academic instruction as the primary area of improvement. At New World School of the Arts, project and inquiry-based learning is a form of active learning that would effectively promote the integration of the students' artistic interests within their academic courses. Teachers will have their respective pacing-guides to consult - particularly the sections regarding arts and culture. The Magnet Integration Team will provide guidance as needed/ requested by instructional staff as well as professional development opportunities. The school will promote the cross-curricular (arts and academics) innovative practices and the unique, integrated artistic and academic training the school offers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/10-8/17 Administration will create a Magnet Integration Team and advise all pertinent parties of their participation. As a result, all of the magnet experts in the school will have a space to offer feedback, build leadership, and provide a strategic plan for the implementation of Inquiry-Based Learning.

Person Responsible Contessa Bryant (pr7901@dadeschools.net)

8/12-8/16 - Magnet Integration Team Members will share goal and desired actions with stakeholders during Opening of Schools meeting. As a result, all stakeholders will understand the school's magnet goals and be able to plan forward for integration of strategies.

Person Responsible Katerina Santiesteban (ksantiesteban@dadeschools.net)

8/17-9/6 - The Magnet Integration Team will review 2022 MSA rubric to determine areas of opportunity in completing the application. As a result, departments will have time to plan and integrate Inquiry-Based Learning to provide support/evidence for the application.

Person Responsible Waleska Cardona (wcardona@dadeschools.net)

8/17-9/23 - The Magnet Integration Team will conduct professional conversations on project and inquiry based learning. As a result, departments will meet to make a cohesive plan to integrate academics and arts.

Person Responsible Katerina Santiesteban (ksantiesteban@dadeschools.net)

11/8 - The Magnet Integration Team will share best practices during a professional development day allowing teachers to see how readily implementation could happen.

Person Responsible Katerina Santiesteban (ksantiesteban@dadeschools.net)

10/31-12/16 - The Magnet Integration Team will create a OneDrive file allowing teachers to post lesson plans, pictures, activities aligned with this area of focus. This will ensure that examples are artifacts are readily available as the team completes the magnet application.

Person Responsible Katerina Santiesteban (ksantiesteban@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

NWSA participates in the Harvard RIDES (Reimagining Integration: Diverse and Equitable Schools) Project meeting monthly to discuss and dissolve issues around true integration.

Mentoring - NWSA participates in mentoring programs on several levels to develop a sense of belonging, cohesion and partnership. within the arts, freshmen are mentored by upperclassmen. The school has also implemented mentoring programs for students in the L25 to ensure they have academic supports, monthly counseling and quarterly parent conferences ensuring proper matriculation.

Cahn Fellowship - The principal and activities director are involved in the 2021 Cahn Fellowship class where their project entitled M3 - Magnets, Music and Minorities: Can I Get in Too. This project is focused on ensuring the opportunities NWSA affords to students are available to all through recruitment, audition and retention efforts.

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

All stakeholders including faculty, staff, students and parents will contribute to the promotion of a positive culture and environment at the school. Dr Bryant and Ms. Salvo will work to build meaningful parent involvement activities. Dr. Bryant and Ms. Salvo will celebrate teacher achievements by providing them with incentive chips and showcasing their contributions. All stakeholders will establish school norms that build core values. All stakeholders will service to model the behaviors we would like to see in our school. Students will be actively involved and engaged in activities and decisions that directly impact the student body. Faculty and staff will set consistent discipline, approaching discipline more proactively. The Activities Director will create rituals and traditions that are fun for both students and teachers. Innovative teaching approaches that were covered in our in-house professional development sessions (#GameOn) will

encourage teachers to develop new teaching methods and techniques which allow for teachers into the process of building school culture.