

Miami-Dade County Public Schools

Miami Arts Studio 6 12 At Zelda Glazer



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: A (79%) 2018-19: A (79%) 2017-18: A (71%)
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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<http://zgm.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Purpose and Outline of the SIP

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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

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
Balsera, Miguel	Principal	School Principal oversees the school operations in its entirety.
Diaz, Ana	Assistant Principal	Assistant Principal in charge of curriculum. Oversees School Improvement Plan, Master Schedule, and all aspects of the school's curriculum.
Fleri, Patricia	Assistant Principal	Assistant Principal oversees school operations, health and safety, attendance and mental health.
Medina, Melissa	Administrative Support	New and Early Career Teacher support, mentoring and providing teachers support in Habits of Mind.
Gutierrez, Melissa	Teacher, K-12	Professional Learning and Growth Leader tasked with assessing teacher's professional development needs and creating professional development opportunities for all school site educators.
	Instructional Technology	Digital Innovation Leader in charge of mentoring teachers on digital platforms such as Schoology and usage of new Titanium Promethean boards.

Demographic Information

Principal start date

Monday 7/1/2013, Miguel Balsera

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.*

2

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.*

0

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

1,810

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

5

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	266	252	303	272	264	242	202	1801	
Attendance below 90 percent	0	0	0	0	0	0	4	5	3	5	1	4	5	27	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	1	5	12	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	8	10	6	11	0	40	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	8	9	13	12	11	23	0	76	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	19	22	34	5	11	7	102	

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	1	3	4	6	3	4	1	22	

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		
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

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	54%	51%				87%	59%	56%
ELA Learning Gains	65%						70%	54%	51%
ELA Lowest 25th Percentile	60%						71%	48%	42%
Math Achievement	82%	42%	38%				87%	54%	51%
Math Learning Gains	74%						68%	52%	48%
Math Lowest 25th Percentile	70%						66%	51%	45%
Science Achievement	78%	41%	40%				80%	68%	68%
Social Studies Achievement	91%	56%	48%				93%	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
06	2022					
	2019	88%	58%	30%	54%	34%
Cohort Comparison						
07	2022					
	2019	84%	56%	28%	52%	32%
Cohort Comparison		-88%				
08	2022					
	2019	90%	60%	30%	56%	34%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	93%	58%	35%	55%	38%
Cohort Comparison						
07	2022					
	2019	85%	53%	32%	54%	31%
Cohort Comparison		-93%				
08	2022					
	2019	86%	40%	46%	46%	40%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	68%	43%	25%	48%	20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	68%	18%	67%	19%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	73%	23%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	71%	15%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	63%	28%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	54%	25%	57%	22%

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
SWD	45	48	43	53	64	58	57	74	45	100	61
ELL	63	62	61	69	74	74	42	92	27		
HSP	83	65	60	82	74	71	78	91	79	100	81
WHT	89	66	60	81	70	55	80	73		100	92
FRL	82	64	58	81	74	72	75	90	78	100	82
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

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	79
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	865
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79
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	77
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	78
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?

2022 data findings: For ELA grades 6-10, our students scored above the District and State averages. For example: ELA scored an average of 83% passing while District scored 55% and State scored 52%. For MATH middle grades students scored significantly above the District and State averages. For example: Middle Grades scored an average of 79%, while District scored an average of 46% and State scored an average of 45%. Science scores were lower with our 8th graders scoring 53%, however, the school still scored above the District's 39%, and State's 45%. For 11th grade US HISTORY EOC, our students scored 84%, compared to the District's 67% and State's 66%.

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

According to the 2022 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 are ELA FSA levels 1 and 2, which is a contributing factor to the lower scores. 8th graders who score above at or above ELA FSA level 3 take high school science courses. In order to address this need for improvement, Science teacher 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 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessments, Civics EOC showed the most improvement increasing from 90% in 2021 to 96% in 2022.

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

Contributing factors include tutoring opportunities, 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 instructional strategy chosen is differentiated instruction to accelerate learning and Habits of Mind to incorporate good habits students will need in overcoming obstacles and developing a growth mindset. As a school we will continue to implement data driven lessons and data chats. In addition, we will incorporate enrichment activities in order to address possible learning losses from the previous pandemic school years.

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
5. Implementation of school resources including new Titanium Promethean Boards

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, department and grade level groups, and common/vertical planning. In addition, continuous monitoring and evaluation of strategies will be in place.

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 B.E.S.T. Standards**Area of Focus****Description**

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

The state of Florida will be fully implementing the Florida B.E.S.T. Standards in Reading and Math content areas. Specifically, Instructional practice will target the English Language Arts department who dropped from 87% proficiency in 2019, then 85% proficiency in 2021, to 83% proficiency in 2022. All ELA teachers will need to strengthen their knowledge with the B.E.S.T. standards to meet student instructional needs and achievement outcomes.

Measurable**Outcome:**

State the
specific

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

Content area teachers at Miami Arts Studio 6-12 @ Zelda Glazer will be able to effectively implement B.E.S.T. Standards Based Grading, 80% of students will score at or above proficiency in the ELA F.A.S.T. PM 3 and 75% of students will score at or above proficiency in the Math F.A.S.T. PM3.

Monitoring:

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

Teachers will facilitate PM1 and PM2 to students. Within 30 days of assessments teachers will receive scores to analyze. Teachers will then have data chats with their students to monitor desired outcome and make instructional decisions.

Person

responsible for
monitoring
outcome:

Ana Diaz (anniediaz25@dadeschools.net)

Evidence-**based****Strategy:**

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

Standard based grading focuses on student learning and assists in increasing student achievement. It is often combined with updated instructional practices and culture to better engage students and foster a positive environment. In standards-based education, teaching is responsive to learning. When starting a new benchmark, teachers present introductory lessons. As students' progress, they are offered more complex material. They continue working and learning until they reach the goal. The key benefit is that grades are a more accurate reflection of what students know and understand, making instruction and differentiation more effective.

Rationale for**Evidence-****based****Strategy:**

Explain the
rationale for

Professional development, common planning, and professional learning communities (PLC) will be utilized throughout the school year to ensure that all teachers receive the support needed to effectively implement the B.E.S.T. Standards. Through varied planning opportunities teachers will use standard based grading to break down content material into smaller learning targets. Each target is a benchmark that students should

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. master by PM3. Teachers will track student progress, provide feedback, and adapt instruction to meet student needs.

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.

August MAS teachers will be provided school site professional development and common planning targeting specific content area standards focused on B.E.S.T. Teachers will discuss unpacking the standards and targeting instruction. As a result, teachers will be able to learn new information and work together to formulate ideas on the best way to support students with the new standards.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September administration will conduct classroom walk-throughs to ensure teachers are implementing B.E.S.T. Standards and to offer support when needed. As a result, admin will be able to gauge effective B.E.S.T standard implementation, student learning, and what teachers are in need of additional support.

Person Responsible Patricia Fleri (197492@dadeschools.net)

September all school stakeholders will analyze PM1 data. Teachers and students will go over data and create an instructional plan. As a result, students will be able to gather information about their learning and learn about personal strengths and weaknesses.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

October, ELA and Math departments will gather to create an action plan to use target specific students' instructional needs and use standard based grading to assist students in progressing towards mastery. As a result, as departments all teachers will be provided with the data and resources needed to better target student learning.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

November: Department meeting will be held. Data review will take place. Identification of lowest 25% of students, and bubble students will occur. Intervention plan will be created.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

December: Intervention of students in the lowest 25% percent will be monitored. Students will take biweekly test prep cold reads followed by debriefing sessions. Students in grades 6-8 will receive teacher assigned iReady lessons to target individual benchmark needs. Students in grade 6-10 will work on specific targeted skills using the program NoRedInk to target the areas of writing. Students in grades 6-10 will work on IXL using target lessons correlating with classroom benchmarks.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

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

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

Differentiated instructions (DI) 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. Differentiated instruction will be specifically focused within the Science department who dropped from 74% proficiency in 2019, then 66% proficiency in 2021, to 66% proficiency in 2022. Using instructional time to differentiate the content, product, and process will provide targeted instruction for level 1 & 2 students in hopes of bringing them up to proficiency. In addition, providing varied grade level material and enrichment for levels 3-5.

Measurable**Outcome:**

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

By implementing differentiated instruction, 85% of students will score at or above proficiency in the FCAT Science.

Monitoring:

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

Periodic data chats as well as Diagnostic Assessments, Progress Monitoring 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:**

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

The Evidence-based strategy chosen 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:

Explain the

Differentiated Instruction will target the achievement gaps between all student demographics including but not limited to students with disabilities, English language learners, and students falling within the lowest twenty-five percent.

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

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.

September professional development on reviewing and planning for 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, teachers will assess students' learning using targeted lessons, formative assessments, topic assessments, and targeted lessons. As a result, the data will be collected and reviewed in data chats.

Person Responsible Patricia Fleri (197492@dadeschools.net)

September-October, 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)

October, school administrators will conduct classroom walk-throughs to ensure teachers are implementing differentiated instruction. As a result, admin will gather information as to instructional strategies being implemented within classroom and provide support as needed.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

November: Teachers will share different instructional practices used so far targeting students varied needs and incorporating varied learning styles through the instructional based strategy of differentiated instruction.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

December: Teachers will get together in departments to plan out how to best target students following in the lowest 25% in reading in math. All content areas will work and collaborate to expose students to BEST standards through differentiated instruction so that students get exposed to as much content as possible in varied modalities.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the school climate survey 24.61% of student's teachers do not give meaningful home learning assignments. Thirty five percent of students are not motivated by teachers to learn while 68% of students feel their teachers make learning fun. This is a massive contradiction that needs to be better understood. Walkthroughs will assist school leaders connect with students by visiting and engaging with them in the classroom environment, getting to know them, and building connections. In addition, walkthroughs will help administrators get a better idea of what is happening in classrooms, provide administrators with an opportunity to see students and teachers actively engaged, support teacher with specific and targeted feedback.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By implementing Specific teacher feedback/walkthroughs, 100% of teachers will receive feedback within 10 days.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>All administrators will make it a priority to be present and visible in different areas throughout the school building every day. Non-formal and formal observations will take place. When administrators walk into a classroom, they will fill out a district provided observation form to track visits, observations, and jot down comments. For all formal observations, teachers will receive feedback within ten days. Administration will work on providing consistent, targeted, developmental, and effective feedback to aid in teacher growth and professional practices.</p>
Person responsible for monitoring outcome:	<p>Miguel Balsera (pr6052@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>To maintain a positive school environment, the evidence suggest that walkthroughs do not always focus on the negative. Walkthroughs will be used to create a better school environment for teachers, students, and staff. Developmental feedback will be used, as evidence suggest that it focuses on areas of improvement with the goal of developing staff members skills rather than simply evaluating performance. Feedback is an important component of professional and personal development. It can reveal individual areas of strength to build upon and weakness in need of improvement. Feedback that is constructive is vital to employees'</p>

for this Area of Focus. ongoing development. Developmental feedback clarifies expectations, helps people learn from their mistakes and builds confidence.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Classroom walkthroughs are one-way administrators can get an idea about how teachers are instructing and how students are learning throughout the school. After observation are conducted, effective developmental feedback in a timely manner will provide teachers with feedback that can assist them, help them grow, provide reflection, and confidence.

Describe the resources/ criteria used for selecting this strategy. Targeted development feedback will pinpoint the survey discrepancies and provide a clear picture about what is going on in classrooms and how can everyone benefit and do better.

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.

September - All staff members will receive information regarding goals administration has in conducting more walk-throughs and classroom observations. Information outlining targeted development feedback will be provide as well as yearly goals and expectations. As a result, teachers will have clear expectations of administrates goals and prepared to expect them in classrooms throughout the school year.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

September 1st-30th non-formal observations will begin; administration will conduct classroom walk-throughs. As a result, teachers and students can see admin and the interest they have in learning. Admin can see classroom engagement, curricula, level of rigor, and activities assigned.

Person Responsible Patricia Fleri (197492@dadeschools.net)

October 1st- 28th administration will conduct formal classroom walk-throughs. As a result, administrators can see changes with time spent in classes and see if changes that need to be made have been made or if thriving classrooms continue to flourish.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

October 1st- 28th development feedback will be provided to staff members within 10 days. As a result, teachers will be provided with information to assist in growth and positive relationships with students that contribute to positive educational growth.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

November: Administrators will conduct informal walkthroughs and classroom visit to get to know classroom culture and verify that feedback is being implemented.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

December: Administration will continue collecting anecdotal information in preparation for formal observations in January and February of 2023.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Mindfulness**Area of Focus**

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

Positive culture and environment are a top priority in MAS and based on the school climate survey many stakeholders agree. In categories of gang violence, bullying, and drugs less than 10% of stakeholders feel that is a problem. In areas of student achievement and student support 15% of students feel the school falls short. The implementation of a school wide initiative to implement Mindfulness attempts to encourage all students to achieve academic success and growth without obstacles inside and outside of the classroom. It provides students lifelong skills that help them feel supported and confident within themselves.

Measurable**Outcome:**

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

By implementing Mindfulness, throughout the school 95% of students will feel an adult in the school building cares about them, their outcomes, and that they have the skills needed to feel confidence within themselves to tackle any obstacle.

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

All teachers in the school building have an area in the classroom dedicated to Mindfulness. Counselors will conduct classroom visits to establish the protocols of using Mindfulness. Teachers will reinforce Mindfulness through classroom instruction or any time they interact with a student who is in need of some strategies to overcome an obstacle or just be a considerate classmate or friend. Teachers, administrators, and counselors will work collaboratively to implement the usage of Mindfulness and build it throughout the school community so that all students feel cared about and are provided skills they may need at some point.

Person responsible for monitoring outcome:

Patricia Fleri (197492@dadeschools.net)

Evidence-**based****Strategy:**

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

The theory behind mindfulness connects its practice to an enhanced ability to self-regulate cognitive, emotional and behavioral responses. It is postulated that self-awareness, arising from increased attention to the moment-to-moment experience, and acceptance of experiences play a crucial role in self-regulation. The model by Perry-Parrish et al. is a useful representation of the potential changes associated with mindfulness and how improved coping and psychological functioning enhances self-regulation. Incorporating mindfulness into the classroom has been linked to improving academic and social and emotional learning.

Rationale for Evidence-based Strategy: Explain the

In everyday life, the development of life skills helps students to: Find new ways of thinking and problem solving. Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Build confidence both in spoken skills and for group collaboration and cooperation. Mindfulness provides this to all stakeholders and can be taken with them way beyond their time at MAS. Practicing

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

mindfulness in the classroom can help students lessen anxiety and negative thinking. Through breath control and specific habits, students focus on experiencing and engaging with their surroundings.

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.

September, beginning of school meeting teachers will review Mindfulness and collaborate with one another on discussing best practices and how to incorporate the strategy within the school building within the 2022-2023 school year. As a result, teachers will be able to effectively introduce Mindfulness with students in order for them to feel better supported.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

September 1st-2nd, grade level orientations students will be presented with Mindfulness, the idea behind them and ways in which students can incorporate them to overcome difficult events they may encounter throughout the school year. As a result, students will be aware of Mindfulness strategies and how they will continue to review and learn about it as the year progresses as they serve as strategies, they can use in difficult situations they may encounter.

Person Responsible Patricia Fleri (197492@dadeschools.net)

September 14th: Teachers will be provided tools on how to embed Mindfulness through lessons to assist students with study habits, test taking skills, and any social emotional; barriers they may need to complete a challenging assignment or work towards a goal they may have. As a result, the teachers will feel better supported in integrating Mindfulness in classrooms and supporting their students.

Person Responsible Miguel Balsera (pr6052@dadeschools.net)

September-October the school year teachers will incorporate Mindfulness signs posted in their classrooms and embedded Mindfulness strategies within the class period. As a result, effective integration of Mindfulness will occur.

Person Responsible Ana Diaz (anniediaz25@dadeschools.net)

November: Teachers will participate in a 10-minute mindfulness activity at November's faculty meeting.

Person Responsible [no one identified]

December: Mindfulness activities will be presented throughout Mas Fridays announcement produced by the broadcasting magnet to the student body and all staff members.

Person Responsible [no one identified]

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.

At Miami Arts Studio (MAS) positive school culture and environment is top priority. Collectively, administrators, educators, and parents come together to make MAS a school that everyone wants to be a part of day in and day out. At MAS students are greeted by a large sign that says, "MAS Culture", meaning everyone is welcome, is respected, and held to high standards. Students are surrounded by positive role models through "MAS Talks" where the school brings in inspiring individuals from the community to talk to students about relevant topics focused on goals. This creates a positive learning environment with the student in mind. The physical school is immaculate and showcases uplifting quotes on building walls. It provides a safe, clean, and welcoming space where they can excel. Teachers and administrators are models of inclusivity, free of bias and judgement and welcoming. Expectations for all stakeholders are clearly communicated within the classroom setting and through administrative meetings with students per grade level, held twice throughout the school year. Through a variety of experiences, teachers feel valued. 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.

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

A positive school culture means creating an inclusive environment that is non-threatening, equitable and requires strong school leadership. The principal, assistant principals, teacher leaders and counselors play instrumental roles in promoting a positive school culture and environment. 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 conduct student and parent orientations, monitor student discipline and ensure all stakeholders are well-informed of the programs available at the school. Counselors are responsible for making connections with students and identifying 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.