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Miami Arts Charter School

95 NW 23RD ST, Miami, FL 33127

www.miamiartscharter.net

Demographics

Principal: Alfredo De La Rosa

Start Date for this Principal: 6/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	2%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (61%) 2017-18: A (65%)
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

N/A

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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Miami Arts Charter School

95 NW 23RD ST, Miami, FL 33127

www.miamiartscharter.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	2%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	77%

School Grades History

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

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Create and sustain an educational system of support that drives, encourages, and promotes academic excellence and competence through high expectations from students and teachers.

Achieve exceptional, observable results in the arts consistently reflected in student performances and inspiring creative work- individually and collaboratively.

Adopt and adhere to the highest standards to ensure physical safety, personal health, and emotional well-being.

Support and invest in teachers and other key adults in the pursuit of attaining the highest levels of competence, professionalism, ethical behavior, and professional growth possible.

Invite, encourage and enlist the support and cooperation of parents and caretakers to foster and solidify collaborative partnerships between home and school that will align to maximize student learning and personal growth outcomes.

Provide students and teachers a voice and sufficient creative space to achieve breakthroughs. Provide program opportunities for teachers and students to experiment with new approaches and share them collectively. To uplift each person every day and allow the joy, wonder, and excitement of learning new things to prevail within our culture.

Create opportunities for exploration that will inspire students to identify and establish long-term life goals and career pathways. We will work actively to develop and support relationships that provide students a connection to the world around them and a clear path to success and fulfillment beyond their years with us.

Strive for a culture of inclusiveness and work toward achieving the most significant reach, supporting our community's educational needs and impacting the greatest number of students while recognizing and sharing our students' and teachers' remarkable achievements.

Manage our financial and human resources responsibly to continually strengthen our economic condition and the stability of our school. Establishing and growing ongoing revenue and capital sources from local, state, and national sources to support the school's programs, hire the best staff, and continually improve technology.

Provide the school's vision statement.

We strive to be the school where students dare to dream. We promise to make sure no doors for students are ever closed. We value the privilege of our role in shaping the future leaders of tomorrow. Together, we will create an inspiring environment that sparks curiosity in all students while developing intellectually and creatively. Free thought will always be protected so that students may pursue their purpose in the world. We will ensure that students always have a path to success in all that they do because they deserve a life full of choice. Since learning is for life and life is about learning, our wish is for our name always to be synonymous with excellence.

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
Delarosa, Alfredo	Principal	School Principal oversees all school operations.
Delarosa, Christine	Assistant Principal	Assistant Principal who oversees teacher training, support, mentoring and Professional Development
Torres, Carolina	Assistant Principal	Assistant Principal in charge of curriculum and Student Services. Oversees the Master Schedule, course curriculum and Student Services
Barreiro, Valerie	Assistant Principal	Assistant Principal for Admissions and Arts Curriculum
Solorzano, Oscar	Assistant Principal	Assistant Principal of Discipline and School Safety
Fernandez, Janelle	School Counselor	High school counselor and Mental Health Advisor
Valdes, Annabelle	ELL Compliance Specialist	ESE/ELL Specialist
Esperon, Bryan	Graduation Coach	Provides Advance Placement and College Advisement. English/Language Arts Team Leader
leon, silvio	Teacher, K-12	Social Studies Team Leader
Martinez, Oslia	Teacher, K-12	Mathematics Team Leader
Sanders, Justin	Teacher, K-12	Science Team Leader
Molina, Juzmin	School Counselor	Middle School Counselor and Mental Health Advisor

Demographic Information

Principal start date

Monday 6/1/2009, Alfredo De La Rosa

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.*

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.*

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,092

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

13

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

15

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	127	174	192	179	171	147	103	1093
Attendance below 90 percent	0	0	0	0	0	0	4	16	24	21	18	21	23	127
One or more suspensions	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	14	6	7	0	1	0	28
Course failure in Math	0	0	0	0	0	0	2	7	0	3	7	3	1	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	5	23	24	33	17	15	9	126
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	9	37	32	0	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	12	23	52	37	0	27	13	164

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

Tuesday 9/20/2022

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	135	171	223	180	143	105	125	1082
Attendance below 90 percent	0	0	0	0	0	0	4	9	10	11	11	11	18	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	1	4	1	7	9	8	2	32
Course failure in Math	0	0	0	0	0	0	2	7	2	12	7	2	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	61	89	61	0	40	10	294
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	84	103	55	61	5	22	371
Number of students with a substantial reading deficiency	0	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	29	59	72	48	10	9	5	232

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

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	135	171	223	180	143	105	125	1082
Attendance below 90 percent	0	0	0	0	0	0	4	9	10	11	11	11	18	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	1	4	1	7	9	8	2	32
Course failure in Math	0	0	0	0	0	0	2	7	2	12	7	2	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	33	61	89	61	0	40	10	294
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	41	84	103	55	61	5	22	371
Number of students with a substantial reading deficiency	0	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	29	59	72	48	10	9	5	232

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	65%	54%	51%				71%	59%	56%
ELA Learning Gains	57%						58%	54%	51%
ELA Lowest 25th Percentile	48%						51%	48%	42%
Math Achievement	63%	42%	38%				63%	54%	51%
Math Learning Gains	68%						47%	52%	48%
Math Lowest 25th Percentile	58%						40%	51%	45%
Science Achievement	52%	41%	40%				63%	68%	68%
Social Studies Achievement	89%	56%	48%				88%	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	70%	58%	12%	54%	16%
Cohort Comparison						
07	2022					
	2019	73%	56%	17%	52%	21%
Cohort Comparison		-70%				
08	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	58%	-11%	55%	-8%
Cohort Comparison						
07	2022					
	2019	60%	53%	7%	54%	6%
Cohort Comparison		-47%				
08	2022					
	2019	68%	40%	28%	46%	22%
Cohort Comparison		-60%				

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	55%	43%	12%	48%	7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	68%	5%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	73%	14%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	71%	18%	70%	19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	63%	6%	61%	8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	54%	16%	57%	13%

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	33	46	42	32	52	44	22	68			
ELL	42	49	41	42	62	59	20	81	43	80	58
BLK	57	51	55	59	68	53	49	88	31	92	17
HSP	62	57	49	60	68	56	51	88	43	86	53
MUL	86	73		75							
WHT	72	59	46	72	71	71	53	91	52	91	52
FRL	62	51	44	53	58	46	49	86	25	94	44
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	25	33	21	19	26	19	33	61			
ELL	43	44	41	33	22	16	53	71	17	87	69
BLK	49	39	29	42	31	29	49	67	35	95	48

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
HSP	61	45	29	44	26	18	57	83	38	93	66
MUL	50	30		70							
WHT	63	45	52	50	23	17	63	88	43	81	59
FRL	62	42	35	43	22	16	48	78	20		
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	50	51	48	36	41	43	39	67			
ELL	54	56	49	48	42	41	46	73	33	100	42
BLK	69	58	52	55	46	40	46	89	43	96	29
HSP	69	57	51	61	46	41	62	84	44	98	59
MUL	50	40		38	33						
WHT	80	64	44	80	56	43	72	96	51	100	44
FRL	46	21		42	33					100	43

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	61
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	54
Total Points Earned for the Federal Index	736
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	56
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	61
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
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	56
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. Miami Arts scored 65% proficiency while the District scored 59% and the State scored 53%. For MATH grades 6-8, our students scored above the District and State averages. Miami Arts students scores 63% while the District scored 56% and the State scored 53%. For Social Studies our students scored significantly above the District and State. Miami Arts scored 89% while the District scored 71% and the State scored 69%. Miami Arts increased Proficiency in every subject from the 2019 school year.

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

Based off progress monitoring and 2022 state assessments, Science demonstrates the greatest need for 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?

Lack of preparation and teacher shortage was a contributing factor to the lower scores. In order to address this need for improvement, we will focus on teacher training and mentoring. In addition, we will focus on increasing problem solving skills, differentiated instruction, extended learning opportunities and increase rigor on standard 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, Mathematics made the greatest improvement from 46% proficiency in the 2021 assessment year , to 63% proficiency in the 2022 assessment year.

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

Increase in Math resources, data driven instruction, progress monitoring, tutoring and standards-based collaborative planning were contributing factors to this improvement.

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

The strategy chosen is data driven instruction/analysis and increase in progress monitoring will be implemented in order to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

- 1- Data analysis and tracking through Power BI
- 2- Performance Matters usage
- 3- Collaborative Planning
- 4- Data Driven Classroom

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 teachers with quick and easy data to use to drive instruction. In addition, continuous monitoring and evaluation of strategies and progress monitoring.

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.

To ensure continuous improvement teachers must be familiar with the new B.E.S.T standards and incorporate teaching strategies aligned to these standards.

Measurable Outcome:

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

Continuous improvement throughout ELA and Math utilizing the new APM assessment tool.

Monitoring:

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

Bi-Weekly Progress Monitoring meetings, Student Data Chats and weekly Leadership Meetings

Person responsible for monitoring outcome:

Alfredo Delarosa (929336@dadeschools.net)

Evidence-based Strategy:

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

Data-Driven instruction will be implemented and documented in Lesson Plans

Rationale for Evidence-based Strategy:

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

Data-Driven Instruction will target the achievement gap and provide a clear focus and intention for each lesson.

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.

No action steps were entered for this area of focus

#2. 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.

More frequent classroom visits will provide more support and feedback for teachers

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

Increase the number of informal observation, student surveys and reflections.

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

Provide evidence and feedback for Teacher walkthroughs. Tailor Professional Developments to observations and needs of improvement.

Person responsible for monitoring outcome:

Christine Delarosa (cdelarosa@miamiartscharter.net)

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

Teacher Observations and Feedback

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

Ensure quality and support in the classroom will assist in providing a positive and productive environment

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale: Collaborative Data Chats will be used to communicate needs based on data and align our focus for improvement. A framework for Continuous School Improvement will be created to provide a simple, logical structure for reviewing and using multiple measures of data, creating and implementing a shared vision, and for measuring the impact of the vision and the vision implementation strategies for student learning.
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. All teachers will be able to effectively participate in Collaborative Data Chat opportunities to work together and make connections through analyzing data, teacher feedback and making curriculum adjustments to meet the needs of the students

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Bi-Weekly data chats and Progress Monitoring data analysis

Person responsible for monitoring outcome: Alfredo Delarosa (929336@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Creating a Continuous School Improvement plan for implementing the shared vision in a manner that will lead to improved teaching and increased student learning for all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The Continuous School Improvement plan will collect data and analysis through various sources and desired outcomes in order to align teaching strategies with student needs and school proficiency goals.

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.

No action steps were entered for this area of focus

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.

The school addresses building positive school culture and environment through the following:

- 1- Open door policy from administration
- 2- Regular communication with all stakeholders
- 3- Mentoring program for new Faculty and Staff
- 4- Provide safe-spaces
- 5- MAC talks
- 6- Listening Room student-centered activities and events

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

Administration:

Oversee the day-to-day operations of the school, provide opportunities to connect with all stake holders and listen to concerns from all groups. Implement and enforce school-wide policies and procedures that create a safe an positive school culture, support student and faculty let initiatives for creating an effective learning environment.

Student Services:

Collaborate with administration on school-wide initiatives, facilitate communication with teachers, parents and students to create a positive learning environment.

Faculty/Staff:

Create a safe and positive classroom environment for students, enforce school-wide policies and expectation, collaborate in PLC and Department meetings to support all faculty and communicate effectively with parents.

Students:

Create a safe and positive environment for themselves and their peers by adhering to school policies, supporting peers, maintaining high standards of behavior, communicating effectively with faculty, staff and parents. Continuous involvement in positive school activities, clubs and organizations.

Parents:

Communicate effectively and collaborate with faculty, staff, administration and students to support student learning and address concerns to build a better, safer and more effective learning environment. Support school-wide initiatives through participation, involvement and fundraising.

MAC Board:

Coordinate with school leaders and all stakeholders to ensure compliance with local and state regulations,

pass initiatives that forward the vision and mission of the school, communicate area of concerns and support school-wide initiatives.

Community Partners:

Coordinate with school personnel to enhance the learning environment of the school and support the school vision by providing students access to innovative and unique learning experiences and partnerships.