Miami Arts Studio 6 12 At Zelda Glazer School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST, Miami, FL 33185

http://zgm.dadeschools.net

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Balsera, Miguel	Principal	School Principal oversees the school operations in its entirety.
Diaz, Ana	Assistant Principal	Assistant Principal in charge of curriculum. 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.
Gutierrez, Melissa	Teacher, K-12	ELA educator, ELA department chairperson, PLST Professional Learning and Growth Leader (PD Liaison), and Schoology LMS Manager.
Medina, Melissa	Other	New and Early Career Teacher support, mentoring and providing teachers support in Habits of Mind.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP was created during Synergy with the leadership team. Team gathered qualitative data from school climate surveys completed by staff, parents, and students. Quantitative data was collected using end of year assessments in order to focus on areas of concern for the following school year. Throughout the phases of the SIP, varied data will be collected at school via faculty meetings, parent surveys, student questionnaires and feedback.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will continue to be monitored and updated with input of all school stakeholders. The SIP will be presented at the first faculty meeting, once school has begun. It will also be shared at the school's EESAC committee meeting. At the next stage the SIP will be reviewed and updated by the school's leadership team. The team will meet after having had discuss with departments and updates will be made as needed. These reflections on phase 1 and updates will be shared at faculty meetings and EESAC committee meetings. This will continue for the final stage. At the end of the year departments will gather information and reflect on goals attained and contributing factors as well as changes that need to be made to attain a specific goal in the future. The team will com008 the reflections and present to the school and ESSAC committee.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	1	3	2	6
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	2	0	2	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	13	7	15	35
Level 1 on statewide Math assessment	0	0	0	0	0	0	7	4	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	25	40	38	103

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

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	4	5	3	27
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	4	8	40
Level 1 on statewide Math assessment	0	0	0	0	0	0	8	9	13	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	19	22	102

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	1	3	4	22

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	4	5	3	12
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	4	8	13
Level 1 on statewide Math assessment	0	0	0	0	0	0	8	9	13	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	19	22	45

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	84	55	50	83	54	51	85		
ELA Learning Gains				65			64		
ELA Lowest 25th Percentile				60			62		
Math Achievement*	90	43	38	82	42	38	75		
Math Learning Gains				74			40		
Math Lowest 25th Percentile				70			45		
Science Achievement*	84	62	64	78	41	40	76		
Social Studies Achievement*	92	69	66	91	56	48	87		
Middle School Acceleration	69			80	56	44	67		
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	77	70	65	82	67	67	59		
ELP Progress		49	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	85
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	865
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	59			
ELL	67			
AMI				
ASN				
BLK				
HSP	85			
MUL				
PAC				
WHT	88			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL	83			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	59			
ELL	63			
AMI				
ASN				
BLK				
HSP	79			
MUL				
PAC				
WHT	77			
FRL	78			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	84			90			84	92	69	100	77	
SWD	52			80			50	64	25	40	7	
ELL	60			85			68	79	45		5	
AMI												
ASN												
BLK												
HSP	84			89			84	92	68	78	7	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	79			93			82	100		75	6	
FRL	83			89			84	89	60	76	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	83	65	60	82	74	70	78	91	80	100	82	
SWD	45	48	43	53	64	58	57	74	45	100	61	
ELL	63	62	61	69	74	74	42	92	27			
AMI												
ASN												
BLK												
HSP	83	65	60	82	74	71	78	91	79	100	81	
MUL												
PAC												
WHT	89	66	60	81	70	55	80	73		100	92	
FRL	82	64	58	81	74	72	75	90	78	100	82	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	85	64	62	75	40	45	76	87	67	100	59	
SWD	57	49	46	60	42	30	47	85				
ELL	77	65	63	68	38	47	57	89	50			
AMI												
ASN												
BLK												
HSP	85	64	63	75	40	45	75	87	67	100	61	
MUL												
PAC												
WHT	81	65		73	42		83	85				
FRL	84	61	63	74	39	40	73	86	66	100	62	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	85%	54%	31%	50%	35%
07	2023 - Spring	83%	50%	33%	47%	36%
08	2023 - Spring	82%	51%	31%	47%	35%
09	2023 - Spring	86%	51%	35%	48%	38%
06	2023 - Spring	83%	50%	33%	47%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	91%	58%	33%	54%	37%
07	2023 - Spring	84%	48%	36%	48%	36%
08	2023 - Spring	98%	59%	39%	55%	43%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	68%	40%	28%	44%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	56%	43%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	52%	31%	48%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	65%	29%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	68%	29%	66%	31%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	66%	22%	63%	25%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest areas were FCAT science for the 8th graders and overall PM 3 ELA FAST. Science went up this year compared to the previous however, students that take the FCAT Science are students in the non-accelerated path and tend to be the lower performing students. ELA went down one percentage point and were the 2nd lowest out of all content areas. Contributing factors were transition from FSA to FAST, new curriculum and textbook, new teachers at the school and department and the department is in need of ways to provide additional support for teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All content areas went up from the previous years. ELA was the only content area that went down one percentage point however the previous year we administered the FSA assessment and this year the FAST was administered.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In all content areas the school far exceeded the state and the district. The area with the largest gap with mathematics surpassing the state by 30 plus percentage point.

Which data component showed the most improvement? What new actions did your school take in this area?

Mathematics at all levels showed the most improvements. Ranging from 83% proficiency in grades 6-8 to 93% proficiency in the FAST PM3. Algebra 1 and Geometry, in the upper grades also showed significant improvement increase to 89% proficiency. The mathematics department did many things that attributed to these learning gains. The math department provided weekly tutoring for all students that were in need or wanted extra support. A math homework lab was set up where students can attend daily to get homework help or lesson reviews from a teacher or their peers. These extra focuses on instruction assist in the mathematics department improvements.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data to potential areas of concern are our large numbers of students that scored at a level 1 in reading and that have substantial reading difficulties.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for this school year increasing our FAST ELA scores for PM3, supporting our 8th grade FCAT Science students and teachers, communication and collaboration among teachers at the school site, and making the school a place where all stakeholders want to be at and thrive.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM 3 proficiency data, 84% of the 6th -10th grade students are proficient in ELA. In previous year the ELA department has demonstrated a downward trend deducting one percentage point every year since 2018 when at 88% proficiency. Based on the data we will focus on ELA to increase student proficiency.

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

If teachers implement instructional practices focused on data driven instruction, ELA grades 6-10 proficiency will increase by 3 percentage points by PM3 2024 FAST compared to 2023 FAST data from previous year.

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

The ELA department will participate in monthly department meetings focused on common planning and using data to drive instruction. New teachers will be paired with a veteran teacher within their grade level. New teachers and veteran teachers will meet twice a month, biweekly, to monitor curriculum pacing, review and compare data, and share and create curriculum material. Aligned instruction is implemented daily with fidelity in whole group with a focus on targeted instruction, student needs and outcomes.

Person responsible for monitoring outcome:

Melissa Gutierrez (305075@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of instructional practice with a focus on ELA, our school will focus on the evidence-based strategy of analyzing data to target students' needs and drive instruction. Researchers have examined how teachers use data to improve their practice. Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc. The data-driven decision-making (DDDM) framework illustrates how evaluation of data collected, analyzed, and synthesized assist in providing educators informed instruction needed to improve student learning. Teachers will work in grade level teams and as a department reviewing data collected to make the best-informed decisions as to how teachers are to target students learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategy of Data-Driven Decision Making will provide lessons based on the standards/learning targets. Teachers will explicitly review on grade level assessments provided to students and collaborate with grade level buddies and department. Teachers will identify strengthens and weaknesses to plan for upcoming lessons. Teachers will use the data to plan lessons, target students through small groups, and create activity for remediation and enrichment when needed.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

MAS ELA teachers will participate in a PD. As a team the ELA department will prepare for the beginning of the school year by reviewing PM3 data for current students. Teachers will review pacing guides and work as a team to analyze data and determine what students need. Teachers will work on reviewing the curriculum and what it has to offer and identify insufficient benchmarks needed to be taught from the very beginning. As a result, all ELA teachers will be able to review incoming students' data and hit the ground running identifying benchmarks that need to be covered immediately and tying it together with quarter one pacing guides. The measurable outcome is to implement DDDM throughout the school year.

Person Responsible: Melissa Gutierrez (305075@dadeschools.net)

By When: August 14, 2023

Teachers will meet for the first time since school started and discuss the data collected so far. Teachers will share data and identify areas of strengthens and weakness. Teachers will then break off with their grade level, using their classroom data to plan for the next two weeks, identifying areas that need improvement. As a result, the teachers will be able to review their personal data and collaborate with others in their grade level to effectively plan instruction targeting student's needs. The measurable outcome is students to increase proficiency in biweekly, grade level assessments.

Person Responsible: Melissa Gutierrez (305075@dadeschools.net)

By When: September 14, 2023

Grade level teachers will meet together at least once to collaborate and plan (Common planning). Grade level teachers will share assessments, lesson resources, and plan for upcoming lessons. As a result, the teachers will work as a guide for one another to ensure that effective planning and teaching is beginning done within the classroom and that all students are being exposed to standard and grade level aligned curriculum. The measurable outcome is for all teachers to be able to plan, identify students strengthen and weaknesses to best target students.

Person Responsible: Melissa Gutierrez (305075@dadeschools.net)

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment are a top priority in MAS and based on the school climate survey many stakeholders agree. The school excels in the high 90% in many categories according to the school climate survey provided by parents, staff, and students. However, previous school years it has been noticed that there is at times a divide between magnet and content area teachers fighting for students' times beyond allotted time given. The implementation of Collective Efficacy attempts to encourages all stakeholders to use specific strategies to assist in communication and collaboration in hopes to provide respect and positivity among coworkers in the benefit of student outcomes. For this reason, Collective Efficacy will assist in supporting our school.

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

By implementing Collective Efficacy, throughout the school, 95% of staff will use effective communication skills with one another and work collaboratively through the school shared beliefs, striving towards positive student outcomes and a positive work culture as evident in the 2024 School Climate Survey.

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

The school year will kick off with a presentation on Collective Efficacy. Administration will set the expectation for the year. At every faculty meeting the months calendar of magnet events and content area testing dates will be presented so all teachers can plan ahead. Protocols and strategies for communicating with coworkers regarding student participation in assessment, lesson, or practice will be discussed. Shared beliefs for the school culture will be presented and reinforced throughout the year. Administration will continue to support all teachers and spear head this Collective Efficacy within the school.

Person responsible for monitoring outcome:

Miguel Balsera (pr6052@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Miami Arts Studios 6-12@ Zelda Glazer is a high achieving school. However, at times a divide is felt between the magnet teachers and the content area teachers. Time is limited and everyone wants to maximize time spent with students. Collective Efficacy helps to create a positive school culture by providing individuals with the strategies to work together, communicate, and positively influence each other and students to work together towards student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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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.

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Beginning of school meeting teachers will be introduced to Collective Efficacy and collaborate with one another on discussing best practices and how to incorporate the strategy within the school building within the 2023-2024 school year. As a result, teachers will know the expectation for communicating and collaborating with other educators in the school building.

Person Responsible: Miguel Balsera (pr6052@dadeschools.net)

By When: August 14, 2023

First faculty meeting since the start of the school year. Administration will have a short segment on Collective Efficacy and discuss different topics that can be used throughout the entire school year. This meeting will touch upon communication and tone. As a result, educators will have a good idea as to how to properly communicate with coworkers and ask for students outside of allotted class time.

Person Responsible: Ana Diaz (anniediaz25@dadeschools.net)

By When: September 13, 2023

Monthly calendar if both magnet and academic events will be shared and discussed with all staff. As a result, all staff members will be able to view non-negotiable dates for extra time with students. It also helps all staff member see goals individual teachers are working towards with their students.

Person Responsible: Suzette DeMoya (sdemoya@dadeschools.net)

By When: September 26, 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School Spirit, Pride, Branding is one area of focus to promote a positive school culture.
Positive culture and environment are a top priority in MAS and based on the school climate survey many stakeholders agree. The school excels in the high 90% in many categories according to the school climate survey provided by parents, staff, and students. However, creating a safe place where students want to learn, and grow is always welcoming. The school will be going through two major projects this year to improve the school environment and create a positive space for all students to thrive.

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

By implementing School Spirit, Pride, and Branding throughout the school, 90% of stakeholders, as evident on 2024 School Climate Surveys, will feel MAS is a place where they want to be, where they can thrive, and supported.

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

The school administration and members of the leadership team are currently monitoring renovations to the library and an adjacent space, converting it to a student center. This student center will be space where students can work quietly, study, take time for themselves and relax. As of today, the school does not have a space where they can quietly do what they need to do. It will give off a cafe vibe. In addition, our principal is working with the county to transform a vacant lot near the student parking lot into a park and Ampitheater. This will be an area where students can perform and showcase talents among their peers and community members. The school will also have a theme "MAS Life". All stakeholders will be able to rock "MAS Life" shirts on spirit day Fridays. The theme promotes good vibes, a no sweat we got you mentality. MAS family is behind everyone and is here to support every member.

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Miami Arts Studio 6-12 @ Zelda Glazer prides itself on creating a positive environment and embracing the "MAS Culture". This year the school is promoting the school to be a place not just where stakeholder have to come to everyday for work or because parents make them but a place that everyone want to come to. The school has created the theme "MAS Life", based on a popular surf brand "Salt Life". The school will be undergoing some new renovations to promote a positive school culture. The hope is that these activities, school changes, and new traditions carry from one year to another and students can look forward to it.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All stakeholders will be introduced to the theme "MAS Life". Merchandise will be able to be purchased and worn on spirit Friday. Start of school pep rally promoting "MAS Life" will occur through the hallways in a change of periods. As a results, all stakeholders will begin the year with high energy and spirit and embrace the "MAS Life" and positivity.

Person Responsible: Patricia Fleri (197492@dadeschools.net)

By When: August 14, 2023- September 1, 2023

Continual renovation of the new student activity center. Furnished with new, modern workstations, a grass wall, and "MAS Life" mural with city skyline. As a result, the area will be revamped, cool, and modern for all students to use.

Person Responsible: Ana Diaz (anniediaz25@dadeschools.net)

By When: September 18, 2023

Completion of phase 1 renovation of the new student activity center. Center will be open for all students to use. As a results students will have a place to study, hang out, and unwind.

Person Responsible: Miguel Balsera (pr6052@dadeschools.net)

By When: September 22nd, 2023

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 8th grade FCAT Science proficiency data, 68% of the 8th grade students are proficient. It is the schools lowest performing content assessment. Based on the data we will focus on 8th Grade FCAT Science to increase student proficiency.

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

By implementing differentiated instruction, 70% of students will score at or above proficiency in the 2024 FCAT Science.

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

The 8th Grade Science department will participate in monthly department meetings focused on differentiated instruction and targeting students specific instructional needs to fill in the gaps in the Science content. Periodic data chats as well as Diagnostic Assessments, Progress Monitoring Assessments and classroom data will be used to monitor the desired outcome and evaluated to drive instruction.

Person responsible for monitoring outcome:

Ana Diaz (anniediaz25@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based strategy chosen is differentiated instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. 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 will provide students varied instruction targeting the content, product, or process.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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: Melissa Gutierrez (305075@dadeschools.net)

By When: August 14, 2023-September 1, 2023

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: Ana Diaz (anniediaz25@dadeschools.net)

By When: September 1, 2023-September 29, 2023

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)

By When: September 1, 2023-September 29, 2023