

Miami-Dade County Public Schools

New World School Of The Arts School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

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

Provide the school's vision statement.

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

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

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.

The SIP was developed reviewing input from the School Climate Surveys including the perspectives of students, parents and teachers. Prior to the end of the 22-23 school year, teachers, PTSA, and EESAC were asked for input on possible items to be included in the 23-24 school improvement plan. Additional data points including FAST, BEST EOC, teacher and student attendance, and behavioral data points were also reviewed to help in the development of this plan.

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 is reviewed during every leadership, faculty and EESAC meeting. Stakeholders are able to review progress data against goals addressed in the school improvement plan. Instructional Reviews are conducted twice per year allowing for opportunities to share out and discuss possible needs for revisions and updates. All information for the SIP is reviewed by the EESAC 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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	47%
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)	Black/African American Students (BLK) 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	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	0	0

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	0
Students retained two or more times	0	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	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	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
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	18

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	0	0	0	0	30

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	0	
Students retained two or more times	0	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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0
Students retained two or more times	0	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*	86	55	50	93	54	51	85		
ELA Learning Gains				84			58		
ELA Lowest 25th Percentile				85			58		
Math Achievement*	49	43	38	65	42	38	48		
Math Learning Gains				62			19		
Math Lowest 25th Percentile				52			19		
Science Achievement*	88	62	64	92	41	40	72		
Social Studies Achievement*	94	69	66	90	56	48	86		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	100	70	65	100	67	67	100		
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	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	823
Total Components for the Federal Index	10
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				
ELL				
AMI				
ASN				
BLK	79			
HSP	87			
MUL				
PAC				
WHT	86			

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				
ELL				
AMI				
ASN				
BLK	76			
HSP	83			
MUL				
PAC				
WHT	88			
FRL	77			

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	86			49			88	94		100	100	
SWD												
ELL												
AMI												
ASN												
BLK	73			23			83	92		100	6	
HSP	88			57			87	91		100	6	
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	87			44				100		100	5	
FRL	84			45			80	89		100	6	

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	93	84	85	65	62	52	92	90		100	100	
SWD												
ELL												
AMI												
ASN												
BLK	83	80	83	44	58	57		82		100	100	
HSP	93	85	86	65	66	50	92	92		100	100	
MUL												
PAC												
WHT	98	80		81	55		100	88		100	100	
FRL	88	79	83	55	58	36	90	85		100	100	

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	58	58	48	19	19	72	86		100	100	
SWD												
ELL												
AMI												
ASN												
BLK	62	50	50	15	20	20	40	92		100	100	
HSP	88	56	58	50	15	15	78	84		100	100	
MUL												
PAC												
WHT	93	66		65	28		84	88		100	100	
FRL	80	55	56	40	18	16	72	84		100	100	

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	90%	54%	36%	50%	40%
09	2023 - Spring	85%	51%	34%	48%	37%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	56%	-18%	50%	-12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	52%	12%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	65%	24%	63%	26%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	66%	28%	63%	31%

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.

When looking at the 2023 Report Card, math remains the lowest performance component, with 55% of students demonstrating proficiency. New World has traditionally scored lower in math than reading; however, the pandemic continues to prove a hurdle for many students. This year, only 39% of Algebra students scored at proficiency while 63% of students scored proficient in Geometry. Attempting to acquire math virtually was virtually impossible for a number of students (pun intended). This year's current ninth graders basically missed 2 years of foundational mathematics instruction. Where NWSA have traditionally had two classes of Algebra 1, this year the school has three full classes of 9th graders. In fact, 36% of ninth grade students in Algebra represent the school's L25/35. Students struggle with number sense and numerical relationships. As an added point, the math department lost three highly qualified teachers before the 22-23 school year. The department is relatively new to teaching and strong professional development is needed.

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

When reviewing available 2023 end of year assessment data, math shows the largest decline from the previous year moving from 65% to 55% proficient – a decrease of ten percentage points. Admittedly, though, 55% is an increase over previous years' scores. Much of this decline can be credited to "new" and/or "not as experienced" teachers in tested courses. The students also presented with larger gaps than seen in previous years. The school normally has two Algebra classes with about 40 students. This year, the school had two classes with 49 students. For the 23-24 school year, we have increased the number of Algebra classes to three ensuring more individualized instruction. Despite the decline in this data component, it is important to note that the school out-performed both the district and state in geometry. With the school scoring 63% proficient compared to the district's 52% and the state's 48%.

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.

Algebra represents the largest gap when compared to the state average with the school scoring 39% and the state scoring 56%. It is important to note that the state score represents all students taking algebra, including advanced middle schoolers.

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

There really is no area reporting yet that shows the most improvement over the '22 testing season. Reading shows a two point decline overall, math a ten point decline while graduation and readiness holds steady at 100%. I believe this an appropriate place, however, to note the work staff and students did to ensure the 100% graduation rate. This year, the school started with 17 seniors not cleared for graduation. The last student did not clear until April. Staff volunteered, tutored, mentored, counseled, called home, encouraged, worked. We are quite proud of what happened in that area. Additionally, the school did quite well on the inaugural Civics Literacy assessment where 67% of students demonstrated proficiency. The reverse is seen at the district level. We are proud of this "improvement" as well.

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

New World School of the Arts accepts students based on talent and potential. Student data is not available until the students have decided to accept their invitation for acceptance. The incoming class of 9th graders demonstrate a growing number of students identified as ESOL as well as an increased number of students in need of intensive reading. New World will have three, full intensive reading classes for the first time in history. Along with that, there are a number of students who appear over-aged and the pandemic has introduced a number of students with attendance concerns. In general to answer the question, the incoming students represent a huge concern specifically when observing their

attendance, test scores and language acquisition. New World teachers will need to be supported through ongoing professional development in ESOL strategies, differentiated instruction even classroom management in order to ensure students are adequately supported to remain enrolled at New World.

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

Priorities for next year include:

Retention and Establishment of Strong Teaching Staff

Understanding and Including AI

Professional Development for teachers on ESOL, Classroom Management, Instructional Strategies

Continued use of data to drive instruction

Collegiality – Cross Curricular Sharing/Instruction; New World is a FAMILY

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 Instructional Coaching/Professional Learning**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.

Based on the data from the 2022-2023 Algebra 1 End-of-Course (EOC) assessment, it is evident that 39% of our students demonstrated proficiency, whereas the state's standards were met by 56% of students. Furthermore, there was a decline in overall math scores, dropping from 65% in the 2021-2022 academic year to 56% in the 2022-2023 academic year. These statistics emphasize the need to prioritize math education and make it a focal point for the upcoming school year.

By placing emphasis on math instruction, we aim to address the gap between our students' proficiency rates and the state's standards. The declining math scores also indicate a concerning trend that demands immediate attention. By focusing on math education, we can enhance instructional practices, implement targeted interventions, and provide additional support to students, ultimately working towards improving their math proficiency. The goal is to reverse the downward trajectory in math performance and strive toward achieving higher levels of student achievement in this subject area.

Measurable Outcome:

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

With the implementation of instructional coaching/professional learning, a projected five percent increase of the Algebra I students will demonstrate proficiency on the Algebra I 2024 EOC.

Monitoring:

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

While the school does not have an assigned mathematics coach, the school is fortunate to have both a test chair and magnet lead teacher who specialize in mathematics. These teachers will provide support to the second year mathematics teachers. The administrators will monitor the implementation of this area of focus through walkthroughs, strategic feedback, and data chats.

Person responsible for monitoring outcome:

Cassandra Ricot (c_ricot@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.)

Deliberate practice is a way of training designed to bring students to high levels of skill efficiently. The idea is to transform novice habits, movements, and ways of thinking into expert habits, movements, and ways of thinking.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After careful consideration, deliberate practice has been identified as the evidence-based intervention to address this particular area of focus. At New World School of the Arts, our objective is to facilitate a streamlined progression of students to higher skill levels by employing a consistent and structured approach to teaching, coupled with ongoing practice and ample opportunities for performance.

Deliberate practice is a purposeful and focused method that promotes deliberate and repetitive engagement in targeted skills. By implementing deliberate practice strategies, we aim to enhance the efficiency of student learning and skill development. This approach emphasizes the importance of consistent practice.

Our intention is to provide students with a well-rounded education that combines rigorous instruction with deliberate practice, enabling them to achieve mastery in their chosen discipline. By fostering a culture of ongoing practice and performance opportunities, we create an environment that nurtures continuous growth and advancement for our students.

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.

A schedule will be developed for new math teachers to visit veteran teachers' classrooms.

Person Responsible: Cassandre Ricot (c_ricot@dadeschools.net)

By When: 8/14/23-9/29/23

New math teachers will meet with the math department chair to review opening of schools activities and lessons.

Person Responsible: Cassandre Ricot (c_ricot@dadeschools.net)

By When: 8/14/23-9/29/23

Math teachers will receive and analyze the 22-23 Algebra 1 and Geometry data.

Person Responsible: Cassandre Ricot (c_ricot@dadeschools.net)

By When: 8/14/23-9/29/23

#2. Instructional Practice specifically relating to Collaborative Planning

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.

New World School of the Arts is pleased to welcome seven new/early career teachers to its faculty this year, in addition to the six new/early career teachers already on staff. These individuals will undergo comprehensive training not only in teaching pedagogy, classroom management, and district practices, but also in familiarizing themselves with the culture, climate, and expectations of the New World School of the Arts community. Cultivating a sense of belonging among these teachers is of utmost importance.

Efficient collaborative planning will play a crucial role in ensuring the retention and continuous professional growth of these new/early career teachers. They will be exposed to frameworks such as the IPEGS model, which encompasses various aspects like lesson planning, effective communication, and lesson delivery. By equipping these teachers with the necessary tools and knowledge, we aim to secure a strong future for New World School of the Arts through a robust recruitment and retention strategy.

Measurable Outcome:

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

With the implementation of establishing and implementing instructional frameworks, New World School of the Arts will retain eight of 13 new/early career teachers at New World School of the Arts for the 24-25 school year.

Monitoring:

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

Monitoring will be done through effective recruitment and retention of new and early career teachers through check-ins, strategic feedback, assignment of mentors, bi-monthly meetings and school wide activities.

Person responsible for monitoring outcome:

Contessa Bryant (pr7901@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.)

Establishing and implementing instructional frameworks was selected as the intervention for this area of focus. Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Given the presence of numerous new and early career teachers within the institution, it is imperative to prioritize a return to fundamental principles. Essential topics such as classroom management and effective lesson planning will assume newfound significance and demand the attention of this particular group.

To facilitate their professional development, it is advisable for these teachers to acquire the requisite skills through established frameworks and methodologies. By utilizing proven frameworks, they can efficiently grasp and apply the necessary techniques of the teaching profession.

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.

Plan school-site based New Teacher Orientation.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

Host school-site based New Teacher Orientation.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

Assign a mentor or buddy teacher for all new and early career teachers.

Person Responsible: Contessa Bryant (pr7901@dadeschools.net)

By When: 8/14/23-9/29/23

#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.

Based on the findings of the 2022-2023 school climate survey, it is evident that 38% of teachers expressed receiving quarterly, infrequent, or no support from teacher leaders. This presents a significant opportunity to prioritize and enhance the support systems available to teachers across the entire institution.

In response to this feedback, it is imperative to establish and emphasize various forms of support that cater to the unique needs of teachers throughout the building. This support can encompass both formal and informal approaches, accommodating situational as well as long-term needs.

Formal support mechanisms may include structured mentoring programs, professional development workshops, or coaching sessions designed to address specific instructional or professional challenges. These avenues provide teachers with dedicated opportunities to enhance their skills, receive guidance, and access valuable resources.

In addition to formal supports, informal avenues should also be encouraged, fostering a collaborative and nurturing environment where teachers can freely engage with their peers and share best practices. Such interactions can take place through informal mentoring relationships, grade-level or subject-area collaborations, or regular opportunities for teachers to exchange ideas and seek advice.

By offering a comprehensive range of support, both formal and informal, situational and long term, we aim to ensure that every teacher feels valued, supported, and equipped to excel in their roles. This approach not only enhances the professional growth and job satisfaction of teachers but also contributes to an overall positive school climate and improved student outcomes.

Measurable Outcome:

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

As a result of our efforts during the 2023-24 school year, there will be a 10 percentage point increase reflected on the topic of teacher leader support.

Monitoring:

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

To promote effective communication and collaboration, monthly department and department chair meetings will be scheduled. These meetings will be carefully organized and focused, with the intention of prioritizing key elements such as collaborative planning, the sharing of best practices, fostering collective efficacy, showcasing innovative instructional methods, and engaging in reflective discussions centered on student work.

The responsibility of conducting department chair meetings will be entrusted to the assistant principal, who will receive support from the principal. Subsequently, department chairs will lead their respective department meetings, ensuring that the objectives of these gatherings are met.

In order to maintain accountability and monitor progress within this area of focus, it will be mandatory to prepare and distribute agendas, record minutes, provide samples of instructional materials, and encourage reflective documentation following each meeting. These artifacts will serve as valuable tools for ongoing assessment and evaluation.

Person responsible for monitoring outcome:

Eugenia Salvo (esalvo@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.)

Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, risk-takers, and designers of new ways to approach challenges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In a school like New World School of the Arts where so many teachers are viewed as highly effective, it is critical to allow these teacher leaders opportunity to share their expertise. What is done in one classroom, could and should be showcased and celebrated allowing for replication. Through this intervention, teachers will be empowered to exchange best practices and garner ownership for our school.

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.

Create a 2023-2024 calendar of department chair meetings.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

Share the 2023-2024 calendar of department meetings.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

Host the first department chair meeting of the 2023-2024 school year to state expectations.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

Each department chair host their first department meeting to establish norms.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Based on the findings of the 2022-2023 climate survey, it is notable that 37% of teachers expressed feelings of being "overloaded and overwhelmed" while working at our school. Furthermore, 21% of staff members still hold a disagreement with the statement "I feel staff morale is high at my school." These results indicate areas of concern that need to be addressed.

Another significant development for the upcoming 2023-2024 school year is the absence of any founding members on the teaching staff for the first time in the school's history, as the last founding member retired last year. Recognizing the critical importance of recruiting and retaining exceptional teachers, New World School of the Arts is actively seeking to establish support systems and foster collective efficacy. These efforts aim to cultivate a culture of support and empowerment for our staff members.

By implementing comprehensive systems of support, we aim to address the challenges that contribute to feelings of being overloaded and overwhelmed among teachers. Through the cultivation of collective efficacy, we seek to harness the collective expertise and collaborative efforts of the staff to create a positive and supportive environment. It is our belief that by prioritizing the well-being and professional growth of our staff, we can attract and retain the best educators, thereby ensuring the continued success and excellence of New World School of the Arts.

Measurable Outcome:

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

Based on the 2023-2024 climate survey, 85% of staff will agree with the statement, "I feel staff morale is high at my school."

Monitoring:

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

To ensure consistent monitoring of this area of focus, it is recommended to conduct school-generated surveys on two additional occasions during the academic year. These surveys will serve as a valuable tool for gathering feedback and insights regarding the progress of the initiative.

The results obtained from these surveys will be shared during various key forums, including faculty meetings, the Educational Excellence School Advisory Council (EESAC), and Parent-Teacher-Student Association (PTSA) meetings. By disseminating the findings, we aim to engage the school community in a collective dialogue and elicit additional suggestions and actions that can contribute to the improvement of the identified area of focus.

This approach enables us to maintain an ongoing feedback loop, ensuring that the efforts taken to address this focus area remain informed, adaptive, and responsive to the needs and perspectives of all stakeholders involved.

Person responsible for monitoring outcome:

Contessa Bryant (pr7901@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 has been selected as the intervention for this area of focus. Collective efficacy can be seen as the staff's shared beliefs that through collective action, they can positively influence students' outcomes and achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

New World School of the Arts began as an institution based on teamwork and a collective dream of students and staff. In order to continue with the guiding principles and founding inspiration of the school's ideals and priorities, it is essential to build a collective efficacy among all stakeholders to move the school and specifically student outcomes and achievement in both academics and arts forward.

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.

Plan opening of schools "dream reflection activity" to get everyone to have shared vision about the school's destiny.

Person Responsible: Contessa Bryant (pr7901@dadeschools.net)

By When: 8/14/23-9/29/23

Have teachers create personal and school-based "dream" boards.

Person Responsible: Contessa Bryant (pr7901@dadeschools.net)

By When: 8/14/23-9/29/23

Have teachers review and analyze data for the 23-24 students.

Person Responsible: Eugenia Salvo (esalvo@dadeschools.net)

By When: 8/14/23-9/29/23