

# New World School Of The Arts



2014-15 School Improvement Plan

## New World School Of The Arts

25 NE 2ND ST, Miami, FL 33132

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

35%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

82%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

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

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All students develop a broad understanding of their roles as artists and citizens; maintaining a climate that reflects ethnic diversity of the community; fostering an environment where students can express their heritage; nurturing respect for others; assuring a protective, and supportive environment which promotes the development of each student's academic and artistic potential; creating opportunities for students to demonstrate their skills and their achievements; by employing an outstanding academic faculty and professional artists strong relationships are built. Faculty members emphasize instructional strategies that are based upon best practices through the application of skills and knowledge rather than repetition of facts. All students show respect and understanding of other cultures through their artwork. The students have many opportunities to experience cultural differences in the arts as they are exposed to various methods of training, that includes African dance or Italian opera. These experiences create an awareness of other cultures broadening NWSA students artistic capacity and the relationships among teachers and students. Lastly, this environment invites all stakeholders to participate in the cultural education process and leads itself to the awareness of all cultural differences.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

One of the goals of New World School of the Arts is to encourage independence and responsibility in students. . Since the demands put upon students are very high, it is imperative for all students to express a commitment and demonstrate acceptable behavior in order to maintain an orderly learning environment. Students need an place that is safe and positive for learning. To provide and maintain that environment, there must be an absence of distractions, and disturbances which may interfere with the mutual respect of the student, the class and the school. All safety guidelines established in the Parent-Student Handbook are adhered to on campus, traveling to and from school, and while on field trips. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment and any other civil rights policies.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

To maintain continued enrollment in the school, students will be required to meet the guidelines established in the Miami Dade County Public Schools Code of Student Conduct for Secondary Students as well as abide by the school-based established guidelines that follow:

- Maintain a 3.0 average in all arts courses for each semester.
- Maintain a 2.0 average overall (arts and academic courses combined) each semester for the current academic year.
- Maintain a satisfactory attendance record, including school attendance and class attendance. The attendance status will be determined by administrative evaluation of each student's complete attendance record inclusive of absences, tardiness, and outdoor suspensions.
- Maintain appropriate acceptable behavior.
- Participate fully in all rehearsals and performances as designated by the deans and arts faculty. This participation takes priority over any other extracurricular activities. Failure to adhere to these guidelines may result in the student's dismissal from the program.

Any student who fails to meet these requirements is placed on formal probation for the following semester. However, students who seriously violate the Code of Student Conduct risk immediate formal probation or will return to their home school. Midway through each semester, students and parents are notified if the student's performance is unsatisfactory. This is done in the regular nine-week report card. Guidance counselors will meet with students; assist in defining the problem and aid student's in determining a proper course of action.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Counselors at NWSA ensure the social-emotional needs of all students by providing periodic small group counseling services, individual counseling, peer counseling and community agency referrals. The programmatic focus emphasizes student development, self-knowledge and self-acceptance. During the periodic small group counseling sessions, the topics explored include: responsible behavior, problem solving and decision-making skills.

Peer counseling includes conflict resolution strategies, proper communication skills, effective assertiveness and self-esteem building.

When needed, referrals to community agencies are provided to students and parents based on counselor assessment to receive extended counseling services.

In addition, community agencies that have a close relationship with our school provide training to staff and students on various topics such as sexual minority issues, diabetes, etc.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

We currently utilize several data reports to track and monitor as well as interventions in place for EWS. These include, attendance reports, suspension reports, file download manager, and class failures to identify students who have attendance, behavior, or academic concerns. Through our probation policy/criteria, we identify students that need to be placed on a probation contract. Probation is for one full semester and students are closely monitored by administration and counselors to include grade point averages, attendance and behavioral issues. Several conferences are held with parents and students that are on probation.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	5	8	11	7	31
One or more suspensions	0	1	0	0	1
Course failure in ELA or Math	1	3	7	0	11
Level 1 on statewide assessment	2	5	2	0	9
Grade 9 with more than 1 absences in first 20 days	5	0	0	0	5

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	3	4	5	2	14

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students reports are pulled and a conference is set with students whose attendance and/or tardies reach a above 5 and thereon. If student's attendance whether for absences or tardies become excessive, students may be placed on an attendance probation after meeting with parents. For students failing an EOC in Biology, Algebra or Geometry pull out tutoring is being provided as well as students are targeted for Saturday Tutorial program. Additionally, pull-out tutoring is also provided for students in need of extra assistance in Reading. The use of Reading Plus and mentoring programs are also in place. Departmental planned meetings with administration take place to review data and set goals for identified students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

***Description***

New World School of the Arts is fortunate to have a very committed Parent Teacher Student Association, which is involved in a variety of support efforts including, but not limited to, representation on the Arts Foundation Board, acting as liaisons with the four art strand deans, assisting with auditions and orientations, volunteering as chaperones for the school's many field trips, fundraising to provide "Rising Stars" Program and student agenda books. In addition, there are booster clubs in each of the disciplines working to make sure that the students are able to attend

many competitions and invitational performances.

Many activities and communications are sent to parents via the Connect Ed system as well as through our in-house phone text communication, named Pigeon Hotwire. Therefore, through these organizations and communication systems as well as with social media, it is very feasible to share and communicate with all parents at different levels.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school has a very strong partnership with Miami Dade College, The University of Florida, The NWSA Foundation Board, The NWSA Executive Board as well as with many of the neighboring business in downtown Miami. The school also has the support of local public servants including the entire Miami-Dade delegation of the Florida Legislature. Monthly meetings are held with the various boards comprised of many local business and founding partners. All performances and shows are open to the public and many are hosted by venues in our community. Collaborative structures are established to engage all stakeholders to include the use and accountability of the school's data and measurable results.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alvarez, Evonne	Principal
Pazos, Ana	Assistant Principal

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Evonne Alvarez Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ RtI plans and activities the school will provide to effectively enhance student achievement.
- Michelle Joseph-DeCayette, Exceptional Student Education (ESE) teacher: Collaborates and consults with general education teachers to plan activities and to facilitate learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Andrew Beall, Test Chairperson: Supports and provides instruction through professional development and in class co-teaching on the implementation of data driven instruction in the K-12 reading plan; facilitates and supports data collection and decision making activities.
- Department Chairpersons (Juan Rey, Math; Janice Graham, Language Arts; Christina Stujenske, Science; S. Ralph Supplice, Social Studies; Dr. Martha Miranda, Electives; Susan Giro, Magnet Lead Teacher/Activities Director; Priscilla Beatty, Student Services; Pam Cabarcos, Student Services): Teachers who share the common goal of improving instruction for all students will work to build staff support, internal capacity, and sustainability over time as well as serve as a liaison between the administrative team and all departments. Members of the team were selected because of their position and expertise in certain areas, and the administration provides a commitment to ensure the

use of data for decision-making; the teachers will provide curricular information and participate in student data collection; reading teacher will facilitate and support data collection activities; and the Department Chairs provide guidance with respect to using and evaluating data for their respective departments as well as integrating materials for instruction and intervention activities.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS/Rtl Leadership Team, is strategically integrated to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Some of the areas targeted are:

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation
- Provide support for tutorial programs, materials and instructional time as needed

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
S Ralph Supplice	Teacher
Charles Viscito	Parent
Daniel Lewis	Parent
Kerri Medina	Parent
Virginia Sanchez	Parent
Magdalena Gutierrez	Parent
Gina Pelaez	Business/Community
Elanor Scheer	Business/Community
Mia Glick	Business/Community
Christina Stujenske	Teacher
Michelle Jooseph-DeCayette	Education Support Employee
Janice Graham	Teacher
Jessica Gonzalez	Teacher
David Ratner	Teacher
Susan Giro	Teacher
Monica Fuentes	Education Support Employee
Sally Alvarez	Education Support Employee
Evonne Alvarez	Principal
S Ralph Supplice	Teacher
Valerie Durand	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

EESAC was actively involved with the whole process of the School Improvement Plan and provided input while at all EESAC Meetings. Intensive data review and discussion was shared among all stakeholder groups. EESAC provided funding as needed in areas agreed upon for the School Improvement Plan in support of student achievement as well as assisted in the support of realistic interventions.

*Development of this school improvement plan*

The purpose of a EESAC is to assist with the evaluation of data, development of strategies and interventions to meet the needs of academic barriers which will be needed for the School Improvement Plan.

Development and review of resources that can be allocated through EESAC to assist the school in the implementation of the SIP to meet the academic needs of the students.

*Preparation of the school's annual budget and plan*

The annual budget is discussed and presented at EESAC meetings as well as intensive discussions. Additionally, an annual budget training is provided at an EESAC meeting,

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Tutoring \$1500.00

Educational Programs, Competitions, Incentive /Recognitions \$900.00

EESAC strongly supported intervention programs. Young Arts Submission fees, and Silver Knights.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Beall, Andrew	Teacher, K-12
Alvarez, Evonne	Principal
Beatty, Priscilla	Guidance Counselor
Giro, Susan	Teacher, K-12
Graham, Janice	Teacher, K-12
Joseph-DeCayette, Michele	Teacher, ESE
Miranda, Martha	Teacher, K-12
Pazos, Ana	Assistant Principal
Ricot, Cassandre	Teacher, K-12
Suplice, S-Ralph	Teacher, K-12
Stujenske, Christina	Teacher, K-12

**Duties****Describe how the LLT promotes literacy within the school**

The goal of New World School of the Arts Leadership Team is to promote and ensure that academic achievement occurs through a targeted school-wide approach; therefore the implementation of a literacy model by all teachers (academic and arts) that will infuse the elements of reading into their curriculum and provide additional assistance for students as needed. Additionally, a major initiative will be placed on data desegregation and utilizing data to drive instruction. Common Core strategies will be implemented throughout all the disciplines.

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Given the fact that this is a small school, all academic teachers have common planning for one hour and ten minutes every afternoon. With that said, each department has between four-five staff members making it extremely feasible to communicate and collaborate on an on-going basis. Additionally, all staff

members share a common office space area therefore, allowing them to elaborate on students that they may share and exchange concerns or accolades. Furthermore, cross-curriculum planning is encouraged and practiced within core areas such as Mathematics and Science as well as Language Arts, and Social Studies, Staff members are very active in attending student performance and exhibition after school work hours allowing them to expand the working relationship to include student support in their respective art's strands.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

#### Strategies

1. Provide professional development.
2. Bi-monthly meetings with Department Chairs to discuss curricular content focus.
3. Department Chairs and highly effective teacher in the subject will participate in the interview process.
4. Common planning time will be provided for teachers.
5. Implementation of Instructional Performance and Evaluation Growth System (IPEGS)

#### Persons Responsible

PD Liaison

Department Chairs

Administrator, Department Chairs and HE Teacher

Administration and Leadership Team

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentoring activities include but are not limited to school procedures, classroom management, gradebook support, writing effective lesson plans, curriculum planning, and best practices. Additionally, common planning is provided allowing for professional growth opportunities and mastering of pedagogical and subject matter skills. Pairing is based on departmental affiliation and compatibility. Mentors participate in the district's training program for New Teacher Mentors.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Our school uses District adopted and supported instructional programs and materials to create ongoing opportunities for teachers to plan and discuss curriculum aligned to the Florida Standards. Technology is infused throughout all curriculum content areas. School leadership facilitates conversations and learning opportunities to promote professional growth in instructional practices and allow for greater understanding of the curriculum and standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data is collected through the school year. Students are administered Interim Assessments as well as FCAT and/or EOC assessments. Think Gate and district data reports are provided through faculty and student data chats. This data is collected and analyzed to drive instruction and make adjustments

to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis. Regular meetings are held to make decisions about literacy and instruction in the school which may include data chats. Resources to support instruction are provided as requested by staff.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 600

Students will have the opportunity to take part in the following as well as the use of technology :

- Saturday School Tutoring Program
- Lunch-time Tutoring
- Adult School –Credit Recovery
- Intensive Courses –Remediation
- Dual Enrollment – Curriculum Advancement
- Advanced Placement Courses –Enrichment and Advancement

#### **Strategy Rationale**

Teacher collaboration, planning and professional development

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Alvarez, Evonne, pr7901@dadeschools.net

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through the school year. Students are administered Interim Assessments as well as FCAT and/or EOC assessments. Think Gate and district data reports are provided through faculty and student data chats. This data is collected and analyzed to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

### **Student Transition and Readiness**

#### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Academic and career planning are provided by Guidance Counselors, and Magnet Arts Teachers. Furthermore, the CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University. Collaboration across all grade levels, content area and the college occurs in order to make sure student transition is successful.

#### **College and Career Readiness**



***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Courses such as music appreciation, music theory and techniques; dance aesthetics, modern dance and choreography; set design, stage management and playwriting; art history, sculpture, 3-D design, photography and painting offered in the various art disciplines provide academic and career planning for students. Every year students and parents are given a curriculum guide, class meetings are conducted by the counselors and parents are invited to attend one-on-one meetings to finalize subject selection including elective courses. For incoming freshman, subject selection/articulation meetings are conducted by the counselors and parents are invited to attend one-on-one meetings to finalize subject selection, including elective courses. The school offers a summer program to introduce freshmen to the special demands of NWSA as well as a transition course and a course in their art discipline. Academic and career planning are provided by Guidance Counselors, and Magnet Arts Teachers. Furthermore, the CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University. NWSA will administer the PSAT free of cost to all tenth grade students as provided by the district. All ninth and eleventh graders are also encouraged to take the PSAT. The student services team constantly review and monitor student progress towards qualification for the Florida Bright Futures Program. All students at NWSA will begin earning dual enrollment credit in their tenth grade class within their arts elective. Therefore, NWSA students have the opportunity to graduate with 24 dual enrollment credits in the arts.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

NWSA promotes Career Pathways and programs of study so that students see the relevance of their programs of study and have a better understanding and appreciation of the post-secondary career opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Additionally, the school offers elective courses and club activities in technology, writing, set design, stage management, music appreciation, dance aesthetics and electronic portfolio development that aid in preparing students for a post-secondary transition.

The use of print media facilitates reading and reporting on articles relevant to students' interest, health issues, and current classes. Students are required to read and orally report on a variety of subjects each week. Students utilize guiding questions to summarize articles in written and oral presentations.

New World School of the Arts School offers Advanced Placement courses and dual enrollment courses through collaboration with Miami Dade College.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Students select a focus of study based on the magnet theme that they auditioned and were accepted to such program. Rigorous requirements are included in each strand of study along with a rigorous curriculum inclusive of Advance Placement courses as well as dual enrollment courses. Additionally, the school offers elective courses and club activities in technology, writing, set design, stage management, music appreciation, dance aesthetics and electronic portfolio development that aid in preparing students for a post-secondary transition.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Strategies at New World School of the Arts will continue and remain in place for improving student readiness. As the High School Feedback Report data suggests, the school is performing exceptionally well with 88% percent of graduates completing a college prep curriculum. With respect

to percent of graduates who complete at least one advance course (AP and Dual Enrollment), the school average is 98%. The percent of students taking above Algebra 1 as a ninth grader is 56%, Percent of graduates who took the SAT/ACT/CPT/PERT 90%. If these levels show significant decrease, a review to determine the specific area of need will take place and adjustments will be made. Also, increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT strategies in their classes.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our goal for the 2014-2015 school year is to decrease the number of Early Warning Systems Indicators in the areas of attendance, behavior, and performance.
- G3.** Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, increase STEM literacy for students and the number of students enrolling and completing accelerated STEM courses.
- G4.** Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of the school programs and activities in support of measurable improvement in student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G046485

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - ED	87.0
AMO Reading - Hispanic	93.0
AMO Math - African American	81.0

**Resources Available to Support the Goal 2**

- staff's willingness to collaborate is evident
- common planning time
- Tight knit community and camaraderie within staff members facilitates collaboration.
- School culture is communicative and open
- Scholastic resources are readily available
- Non Transient instructional staff
- Small student body enables instructors to effectively identify, target, and respond to individual student needs
- Experienced and well versed counselors who develop individualized student progression plans
- Content knowledge of staff is excellent

**Targeted Barriers to Achieving the Goal 3**

- Infusing gradual release and scaffolding strategies across curriculum that ensure the lowest 25% of the student population is addressed

**Plan to Monitor Progress Toward G1. 8**

Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.

**Person Responsible**

Evonne Alvarez

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Data disaggregation, Interim Assessments and the Florida Standards Assessments or EOCs

**G2.** Our goal for the 2014-2015 school year is to decrease the number of Early Warning Systems Indicators in the areas of attendance, behavior, and performance. 1a

G046493

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	1.0
Level 1 - All Grades	3.0

**Resources Available to Support the Goal** 2

- Student Services, Administration

**Targeted Barriers to Achieving the Goal** 3

- Geographic location of the school and students home as well as the lack of time management skills presents a challenge for attendance and punctuality along with the long school hours. New World is a magnet school and the majority of the students utilize public transportation and rely on their own means to transport themselves to and from the various public transit options allowing for the reoccurring absences and tardies due to travel time. Also, students have an extended school day of an extra hour and 25 minutes added to that the many hours of rehearsal and performance leading to exhaustion and again, absences or tardy. This is specifically related to the 4% of ninth graders who accumulated one or more absence during the first 20 days of school.
- In monitoring the Early Warning Systems, students may be unaware of the Student Code of Conduct, Magnet Contract as well as the New World School of the Arts Probation/Dismissal Policy and the consequences for non-compliance to these contracts.
- In monitoring the Early Warning Systems, 3%, of students scored a Level 1 in the state assessment for Reading. This may be due to difficulties in transitioning to high school and acclimating to the rigor of their advance classes, time management and long hours.

**Plan to Monitor Progress Toward G2.** 8

Consistently monitor reports on Early Warning Systems Indicator such as attendance reports, student progress reports and suspension reports.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 9/17/2014 to 6/4/2015

**Evidence of Completion**

Progress reports , suspension reports and attendance reports reviewed and conference held as needed with students and/or parents.

**G3.** Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, increase STEM literacy for students and the number of students enrolling and completing accelerated STEM courses. 1a

G050432

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	95.0
College Readiness Mathematics	92.0

**Resources Available to Support the Goal** 2

- Core state adopted textbooks, District Pacing Guides, MDCPS STEM Website

**Targeted Barriers to Achieving the Goal** 3

- Limited authentic and collaborative problem solving ,applying multi-disciplinary knowledge and skills through STEM as well as limited time on student schedule due to specialized magnet program.

**Plan to Monitor Progress Toward G3.** 8

Following the FCIM to evaluate and adjust instructional strategies as needed.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Data disaggregation, Interim Assessments and EOCs

**G4.** Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of the school programs and activities in support of measurable improvement in student achievement. 1a

G050466

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Calendar of Events, Connect Ed, Remind 101- Pigeon Hotwire, Social Media Communication Resources

**Targeted Barriers to Achieving the Goal** 3

- NWSA is a district wide magnet high school in downtown Miami, where students attend from around the county and do not live in close proximity to the school.

**Plan to Monitor Progress Toward G4.** 8

Consistently send communications to parents via various social media outlets in order to be informed of events taking place in order to provide a centralized and consistent location for information.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Communications reports including data of received messages, attendance logs and membership logs

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G046485

**G1.B1** Infusing gradual release and scaffolding strategies across curriculum that ensure the lowest 25% of the student population is addressed **2**

 B115222

**G1.B1.S1** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S126765

### Strategy Rationale

There is limited evidence of the Gradual Release Model being used in the classroom to support students in content acquisition.

### Action Step 1 **5**

Provide Professional Development based on Gradual Release and Scaffolding strategies within the common planning setting to the entire academic faculty.

#### Person Responsible

Evonne Alvarez

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Sign-in sheet, lesson plans



### Action Step 2 5

Faculty will reconvene during their common planning time and plan effective lessons that infuse the Gradual Release model, effective writing strategies, and scaffolding.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 9/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student folders

### Action Step 3 5

Faculty will formulate cross curricular planning teams to plan effective lesson plans that reflect commonalities throughout disciplines.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 9/29/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student folders

### Action Step 4 5

Administration conducting walk thru to monitor effective planning and student learning.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 10/6/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student folders, student collaboration

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.

**Person Responsible**

Evonne Alvarez

**Schedule**

Weekly, from 9/22/2014 to 6/4/2015

***Evidence of Completion***

Walkthrough notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Consistently monitor the fidelity of the implementation of the gradual release of responsibility by reviewing lesson plans and student folders as well as conducting classroom observations.

**Person Responsible**

Evonne Alvarez


**Schedule**

Weekly, from 9/22/2014 to 6/4/2015

***Evidence of Completion***

Walkthrough notes, student folders, lesson plans

**G1.B1.S2** Implement academic writing as part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S137650

### **Strategy Rationale**

There is limited evidence of incorporating problem solving into the academic writing process.

### **Action Step 1** 5

Provide Professional Development based on Gradual Release and Scaffolding strategies within the common planning setting to the entire academic faculty.

#### **Person Responsible**

Evonne Alvarez

#### **Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Sign in sheet, lesson plans

### **Action Step 2** 5

Faculty will reconvene during their common planning time and plan effective lessons that infuse the Gradual Release model, effective writing strategies, and scaffolding.

#### **Person Responsible**

Evonne Alvarez

#### **Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, student folders

### Action Step 3 5

Faculty will formulate cross curricular planning teams to plan effective lesson plans that reflect commonalities throughout disciplines.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student folders

### Action Step 4 5

Administration conducting walkthroughs to monitor effective planning and student learning.

**Person Responsible**

Evonne Alvarez

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student folders, student collaboration

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.

**Person Responsible**

Evonne Alvarez

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Walkthrough notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Consistently monitor the fidelity of the implementation of the gradual release of responsibility by reviewing lesson plans and student folders as well as conducting classroom observations.

**Person Responsible**

Evonne Alvarez

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Walkthrough notes, student folders and lesson plans

**G2.** Our goal for the 2014-2015 school year is to decrease the number of Early Warning Systems Indicators in the areas of attendance, behavior, and performance. **1**

G046493

**G2.B1** Geographic location of the school and students home as well as the lack of time management skills presents a challenge for attendance and punctuality along with the long school hours. New World is a magnet school and the majority of the students utilize public transportation and rely on their own means to transport themselves to and from the various public transit options allowing for the reoccurring absences and tardies due to travel time. Also, students have an extended school day of an extra hour and 25 minutes added to that the many hours of rehearsal and performance leading to exhaustion and again, absences or tardy. This is specifically related to the 4% of ninth graders who accumulated one or more absence during the first 20 days of school. **2**

B115239

**G2.B1.S1** Discuss the District's Attendance Policy with students during grade level orientation and with parents at Open House . Monitor attendance records and grade level referrals to provide incentives or consequences. **4**

S126784

### **Strategy Rationale**

Providing students and parents with information about the District's Attendance Policy and NWSA Attendance Policy will help students understand how their academic performance will improve with consistent, daily school attendance. Through these skills students will be prepared for a world that will require the skills of punctuality, dependability and accountability. Through cooperation and communication between parents, students, and the school as well as by abiding these policies students will be able to benefit to the highest level from their educational experience.

### **Action Step 1** **5**

Conduct attendance meetings with students and parents of students who have excessive absences.

#### **Person Responsible**

Evonne Alvarez

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Attendance records and reports, Student Case Management Forms

**Action Step 2** 5

Consistently monitor attendance reports and follow-up with students and parents as needed.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Attendance records and reports, Student Case Management Forms

**Action Step 3** 5

Follow-up with parent and student s to ensure attendance is being monitored and targeted or is probation necessary.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Attendance records and reports, Student Case Management Forms

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitoring of attendance probation status

**Person Responsible**

Evonne Alvarez

**Schedule**

Every 6 Weeks, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Attendance Reports, Progress Reports and Extra-Curricular Reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitoring of attendance probation status

**Person Responsible**

Evonne Alvarez

**Schedule**

Every 6 Weeks, from 10/24/2014 to 6/4/2015


**Evidence of Completion**

Attendance Reports, Progress Reports and Extra-Curricular Reports

**G2.B2** In monitoring the Early Warning Systems, students may be unaware of the Student Code of Conduct, Magnet Contract as well as the New World School of the Arts Probation/Dismissal Policy and the consequences for non-compliance to these contracts. 2

 B125844

**G2.B2.S1** Provide opportunities for students to review the Code of Student Contract, Magnet Contract and the NWSA Honor Code/Probation Policy as it relates to academic and behavior performances and expectations. 4

 S137808

**Strategy Rationale**

Providing students the opportunity to review and understand the Student Code of Conduct, Magnet Contract and NWSA Probation Policy will encourage students to take full advantage of their educational opportunities.

**Action Step 1** 5

Conduct grade level assemblies to discuss the Student Code of Conduct, and Magnet Contract as it relations to behavior expectations.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Code of Conduct, Magnet Contract, and NWSA Signed Honor Code



### Action Step 2 5

Conduct grade level assemblies to discuss the NWSA Probation Policy as it relations to behavior expectations.

**Person Responsible**

Evonne Alvarez

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Probation Policy and Student-Parent Handbook

### Action Step 3 5

Students will know and follow an Honor Code for New World School of the Arts.

**Person Responsible**

Evonne Alvarez

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Signed NWSA Honor Code

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitoring of referrals and suspensions.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Behavioral referrals, Suspension Logs and Probation Contracts

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Consistently monitor Suspension Logs, Student Case Managements Logs and Probation Contracts

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Suspension Logs, Student Case Management Logs, and Probation Logs

**G2.B3** In monitoring the Early Warning Systems, 3%, of students scored a Level 1 in the state assessment for Reading. This may be due to difficulties in transitioning to high school and acclimating to the rigor of their advance classes, time management and long hours. 2

 B125872

**G2.B3.S1** Students not passing the State Assessment will be referred to the Rtl team and will be placed in an Intensive Reading Course. 4

 S137815

**Strategy Rationale**

Providing students the opportunity to receive more intensive curriculum in the content area as well as test taking skills.

**Action Step 1 5**

Student grades will be monitored to identify students achieving academic difficulties.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Teacher Grade Reports

**Action Step 2** 5

Students will be provided with counseling, and support for parents on assisting the students where possible.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Academic and Progress Reports

**Action Step 3** 5

Students will be assigned to tutoring sessions during school or during Saturday Program.

**Person Responsible**

Evonne Alvarez

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Tutoring Logs and Progress Reports

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Progress Reports and Academic Reports

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Progress Reports and Academic Probation Reports

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Progress Reports and Academic Probation Reports

**G3.** Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, increase STEM literacy for students and the number of students enrolling and completing accelerated STEM courses. 1

G050432

**G3.B1** Limited authentic and collaborative problem solving ,applying multi-disciplinary knowledge and skills through STEM as well as limited time on student schedule due to specialized magnet program. 2

B126315

**G3.B1.S1** Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership Team will monitor project entries and school's performance in competitions and in student projects submitted in related STEMS events. 4

S138270

### Strategy Rationale

By providing student with opportunities to participate in STEM related experiences, it will increase student awareness and interest in Science, Technology, Engineering and Mathematics. In addition it will help strengthen our current instructional program and increase student interest as well as success.

### Action Step 1 5

Monitor a calendar of events as related to STEM competitions or activities and project entries.

#### Person Responsible

Christina Stujenske

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Entries in selected competitions

### Action Step 2 5

Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the district's progression plan.

#### Person Responsible

Evonne Alvarez

#### Schedule

Semiannually, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Student work and site assessments

**Action Step 3** 5

Ensure instruction adheres to the depth and rigor of the State Standards and Common Core as delineated in the District's Pacing Guides.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student work folders, GIZMO reports, and site assessments

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Utilize FCIM to evaluate and adjust instruction and strategies as needed.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Classroom walkthroughs and lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor project entries, competition results, number of submissions and student grade reports.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student completed projects and site assessments

**G4.** Our goal for the 2014-2015 school year is to increase support to parents to build strong, continuing family and community involvement in all aspects of the school programs and activities in support of measurable improvement in student achievement. 1

G050466

**G4.B1** NWSA is a district wide magnet high school in downtown Miami, where students attend from around the county and do not live in close proximity to the school. 2

B126410

**G4.B1.S1** Offer a more flexible schedule of event and meeting times in order for parents to become more involved in their child's educational experiences and school-related functions. 4

S138354

### Strategy Rationale

Meetings and event times will alternate so parents can be more involved as well as provide various methods of communication to increase parent involvement.

### Action Step 1 5

Review parent participation in school functions, events and activities.

#### Person Responsible

Evonne Alvarez

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Parent sign in logs, E-mail documentation, PTSA Membership, Ticket Sales for events

### Action Step 2 5

Provide parents with a calendar of events both virtually and hardcopy.

#### Person Responsible

Evonne Alvarez

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Marketing materials including Calendar, report from communication system, participation logs

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Consistently monitor participation logs, email documentation, PTSA Memberships, ticket sales, social media inquiries, and review as well as update parent information from reports generated from mass communication programs.

**Person Responsible**

Evonne Alvarez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Participation logs , parent email documentations, membership logs, and generated communication reports.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Monitor the effectiveness of increasing parent involvement by recording data as it related to participation logs, membership logs and attendance at events by scheduled times.

**Person Responsible**

Evonne Alvarez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Logs for parent meetings, PTSA events and productions or shows

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide Professional Development based on Gradual Release and Scaffolding strategies within the common planning setting to the entire academic faculty.	Alvarez, Evonne	8/18/2014	Sign-in sheet, lesson plans	6/4/2015 quarterly
G2.B1.S1.A1	Conduct attendance meetings with students and parents of students who have excessive absences.	Alvarez, Evonne	8/18/2014	Attendance records and reports, Student Case Management Forms	6/4/2015 monthly
G1.B1.S2.A1	Provide Professional Development based on Gradual Release and Scaffolding strategies within the	Alvarez, Evonne	8/18/2014	Sign in sheet, lesson plans	6/4/2015 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	common planning setting to the entire academic faculty.				
G2.B2.S1.A1	Conduct grade level assemblies to discuss the Student Code of Conduct, and Magnet Contract as it relates to behavior expectations.	Alvarez, Evonne	8/18/2014	Student Code of Conduct, Magnet Contract, and NWSA Signed Honor Code	6/4/2015 quarterly
G2.B3.S1.A1	Student grades will be monitored to identify students achieving academic difficulties.	Alvarez, Evonne	8/18/2014	Teacher Grade Reports	6/4/2015 monthly
G3.B1.S1.A1	Monitor a calendar of events as related to STEM competitions or activities and project entries.	Stujenske, Christina	8/18/2014	Entries in selected competitions	6/4/2015 quarterly
G4.B1.S1.A1	Review parent participation in school functions, events and activities.	Alvarez, Evonne	8/18/2014	Parent sign in logs, E-mail documentation, PTSA Membership, Ticket Sales for events	6/4/2015 quarterly
G1.B1.S1.A2	Faculty will reconvene during their common planning time and plan effective lessons that infuse the Gradual Release model, effective writing strategies, and scaffolding.	Alvarez, Evonne	9/18/2014	Lesson plans, student folders	6/4/2015 monthly
G2.B1.S1.A2	Consistently monitor attendance reports and follow-up with students and parents as needed.	Alvarez, Evonne	8/18/2014	Attendance records and reports, Student Case Management Forms	6/4/2015 monthly
G1.B1.S2.A2	Faculty will reconvene during their common planning time and plan effective lessons that infuse the Gradual Release model, effective writing strategies, and scaffolding.	Alvarez, Evonne	8/18/2014	Lesson plans, student folders	6/4/2015 quarterly
G2.B2.S1.A2	Conduct grade level assemblies to discuss the NWSA Probation Policy as it relates to behavior expectations.	Alvarez, Evonne	8/18/2014	Probation Policy and Student-Parent Handbook	6/4/2015 every-6-weeks
G2.B3.S1.A2	Students will be provided with counseling, and support for parents on assisting the students where possible.	Alvarez, Evonne	8/18/2014	Academic and Progress Reports	6/4/2015 quarterly
G3.B1.S1.A2	Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the district's progression plan.	Alvarez, Evonne	8/18/2014	Student work and site assessments	6/4/2015 semiannually
G4.B1.S1.A2	Provide parents with a calendar of events both virtually and hardcopy.	Alvarez, Evonne	8/18/2014	Marketing materials including Calendar, report from communication system, participation logs	6/4/2015 monthly
G2.B1.S1.A3	Follow-up with parent and student s to ensure attendance is being monitored and targeted or is probation necessary.	Alvarez, Evonne	8/18/2014	Attendance records and reports, Student Case Management Forms	6/4/2015 monthly
G1.B1.S1.A3	Faculty will formulate cross curricular planning teams to plan effective lesson plans that reflect commonalities throughout disciplines.	Alvarez, Evonne	9/29/2014	Lesson plans, student folders	6/4/2015 quarterly
G1.B1.S2.A3	Faculty will formulate cross curricular planning teams to plan effective lesson plans that reflect commonalities throughout disciplines.	Alvarez, Evonne	8/18/2014	Lesson plans, student folders	6/4/2015 quarterly
G2.B2.S1.A3	Students will know and follow an Honor Code for New World School of the Arts.	Alvarez, Evonne	8/18/2014	Signed NWSA Honor Code	6/4/2015 annually
G2.B3.S1.A3	Students will be assigned to tutoring sessions during school or during Saturday Program.	Alvarez, Evonne	8/18/2014	Tutoring Logs and Progress Reports	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3	Ensure instruction adheres to the depth and rigor of the State Standards and Common Core as delineated in the District's Pacing Guides.	Alvarez, Evonne	8/18/2014	Lesson plans, student work folders, GIZMO reports, and site assessments	6/4/2015 quarterly
G1.B1.S1.A4	Administration conducting walk thru to monitor effective planning and student learning.	Alvarez, Evonne	10/6/2014	Lesson plans, student folders, student collaboration	6/4/2015 quarterly
G1.B1.S2.A4	Administration conducting walkthroughs to monitor effective planning and student learning.	Alvarez, Evonne	8/18/2014	Lesson plans, student folders, student collaboration	6/4/2015 weekly
G1.MA1	Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.	Alvarez, Evonne	8/18/2014	Data disaggregation, Interim Assessments and the Florida Standards Assessments or EOCs	6/4/2015 weekly
G1.B1.S1.MA1	Consistently monitor the fidelity of the implementation of the gradual release of responsibility by reviewing lesson plans and student folders as well as conducting classroom observations.	Alvarez, Evonne	9/22/2014	Walkthrough notes, student folders, lesson plans	6/4/2015 weekly
G1.B1.S1.MA1	Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.	Alvarez, Evonne	9/22/2014	Walkthrough notes	6/4/2015 weekly
G1.B1.S2.MA1	Consistently monitor the fidelity of the implementation of the gradual release of responsibility by reviewing lesson plans and student folders as well as conducting classroom observations.	Alvarez, Evonne	8/18/2014	Walkthrough notes, student folders and lesson plans	6/4/2015 weekly
G1.B1.S2.MA1	Consistently monitor the fidelity of the implementation of the gradual release of responsibility by conducting walkthroughs.	Alvarez, Evonne	8/18/2014	Walkthrough notes	6/4/2015 weekly
G2.MA1	Consistently monitor reports on Early Warning Systems Indicator such as attendance reports, student progress reports and suspension reports.	Alvarez, Evonne	9/17/2014	Progress reports , suspension reports and attendance reports reviewed and conference held as needed with students and/or parents.	6/4/2015 monthly
G2.B1.S1.MA1	Monitoring of attendance probation status	Alvarez, Evonne	10/24/2014	Attendance Reports, Progress Reports and Extra-Curricular Reports	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Monitoring of attendance probation status	Alvarez, Evonne	10/24/2014	Attendance Reports, Progress Reports and Extra-Curricular Reports	6/4/2015 every-6-weeks
G2.B2.S1.MA1	Consistently monitor Suspension Logs, Student Case Managements Logs and Probation Contracts	Alvarez, Evonne	8/18/2014	Suspension Logs, Student Case Management Logs, and Probation Logs	6/4/2015 quarterly
G2.B2.S1.MA1	Monitoring of referrals and suspensions.	Alvarez, Evonne	8/18/2014	Behavioral referrals, Suspension Logs and Probation Contracts	6/4/2015 monthly
G2.B3.S1.MA1	Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.	Alvarez, Evonne	8/18/2014	Student Progress Reports and Academic Probation Reports	6/4/2015 monthly
G2.B3.S1.MA1	Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.	Alvarez, Evonne	8/18/2014	Student Progress Reports and Academic Probation Reports	6/4/2015 monthly
G2.B3.S1.MA1	Consistently monitor Student Progress Reports and Academic Reports to decrease lowered grade point averages.	Alvarez, Evonne	8/18/2014	Student Progress Reports and Academic Reports	6/4/2015 monthly
G3.MA1	Following the FCIM to evaluate and adjust instructional strategies as needed.	Alvarez, Evonne	8/18/2014	Data disaggregation, Interim Assessments and EOCs	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Monitor project entries, competition results, number of submissions and student grade reports.	Alvarez, Evonne	8/18/2014	Student completed projects and site assessments	6/4/2015 quarterly
G3.B1.S1.MA1	Utilize FCIM to evaluate and adjust instruction and strategies as needed.	Alvarez, Evonne	8/18/2014	Classroom walkthroughs and lesson plans	6/4/2015 monthly
G4.MA1	Consistently send communications to parents via various social media outlets in order to be informed of events taking place in order to provide a centralized and consistent location for information.	Alvarez, Evonne	8/18/2014	Communications reports including data of received messages, attendance logs and membership logs	6/4/2015 monthly
G4.B1.S1.MA1	Monitor the effectiveness of increasing parent involvement by recording data as it related to participation logs, membership logs and attendance at events by scheduled times.	Alvarez, Evonne	8/18/2014	Logs for parent meetings, PTSA events and productions or shows	6/4/2015 quarterly
G4.B1.S1.MA1	Consistently monitor participation logs, email documentation, PTSA Memberships, ticket sales, social media inquiries, and review as well as update parent information from reports generated from mass communication programs.	Alvarez, Evonne	8/18/2014	Participation logs , parent email documentations, membership logs, and generated communication reports.	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Infusing gradual release and scaffolding strategies across curriculum that ensure the lowest 25% of the student population is addressed

**G1.B1.S1** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

### PD Opportunity 1

Provide Professional Development based on Gradual Release and Scaffolding strategies within the common planning setting to the entire academic faculty.

#### Facilitator

Department Chairpersons

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

**G1.B1.S2** Implement academic writing as part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide Professional Development based on Gradual Release and Scaffolding strategies within the common planning setting to the entire academic faculty.

#### Facilitator

#### Participants

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Our goal for the 2014-2015 school year is to decrease the number of Early Warning Systems Indicators in the areas of attendance, behavior, and performance.	200
<b>Goal 3:</b> Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, increase STEM literacy for students and the number of students enrolling and completing accelerated STEM courses.	400
<b>Grand Total</b>	<b>600</b>

**Goal 2: Our goal for the 2014-2015 school year is to decrease the number of Early Warning Systems Indicators in the areas of attendance, behavior, and performance.**

Description	Source	Total
<b>B1.S1.A2</b> - Student Attendance Incentive	School Improvement Funds	200
<b>Total Goal 2</b>		<b>200</b>

**Goal 3: Our goal for the 2014-2015 school year is to increase the number of STEM related experiences for students, increase STEM literacy for students and the number of students enrolling and completing accelerated STEM courses.**

Description	Source	Total
<b>B1.S1.A1</b> - Competition or registration fees	General Fund	400
<b>Total Goal 3</b>		<b>400</b>