

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

New World School of the Arts Senior High School (7901)

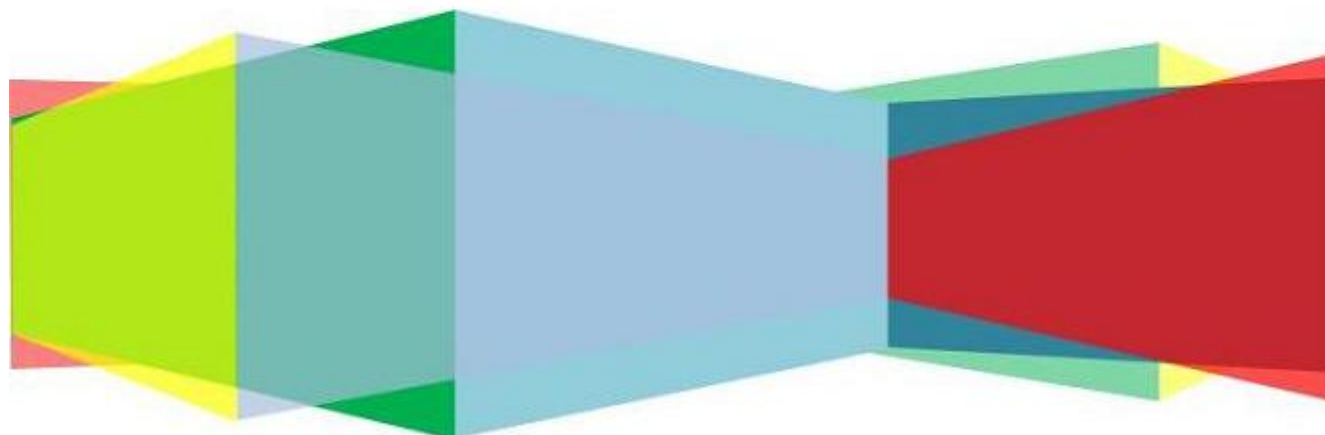
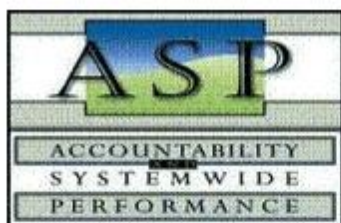
Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Frederic Conde

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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New World School of the Arts (NWSA) is a center of excellence in the visual and performing arts. It is a state supported magnet school, cooperatively administered by Miami-Dade County Public Schools (M-DCPS), Miami Dade College (MDC), and the University of Florida (UF), which provides a comprehensive educational program of artistic training, academic and creative development, and preparation for professional careers in the arts. NWSA is located in the heart of downtown Miami and housed in a series of buildings on Miami Dade College's Wolfson Campus. It is within this array of professional offices and college environment that students benefit from quality instruction in both the academic and arts. Due to its location, the school has access to a cultural arts center, art museum, library, and historical museum. NWSA also uses the Gusman Theater and the Colony Theater for special performances and graduation ceremonies.

Since its inception, a foundation board and executive board have been used to oversee the external funding..... The school community partners that work alongside of NWSA's administration include..... In addition to the funds provided by M-DCPS, the school receives operating funds from Miami Dade College (MDC) and the University of Florida (UF) to operate the arts program. Five M-DCPS teachers and approximately seventy-five MDC teachers teach the visual and performing arts classes. Many of the MDC adjuncts are professionals within the arts community.

The current student population is comprised of 490 students. The student demographics are represented by 19% Black, 31% White, 45% Hispanic, and 5% Asian/Multiethnic groups.

One hundred percent of the students enrolled have graduated in all but four of the twenty years since the establishment of the school.

NWSA currently employs forty-two full-time staff members. The staff is 47% White Non-Hispanic, 23% Black Non-Hispanic, and 30% Hispanic. Nineteen staff members are male and twenty-three are female. The average class size (19:1) is small, allowing for more personalized teaching as well as remediation when needed.

An inherent strength of the school is the audition process used to select students for professional programs in dance, music, theater, and visual arts. Once enrolled, small classes, coupled with an outstanding faculty contribute to the students' academic and artistic success. Unique scheduling allows students to take a full academic program in the morning and a three-hour concentrated arts block in the afternoon. The students are also enrolled in a dual enrollment program which enables them to earn college credit while enrolled in high school. As a result, graduates of NWSA are prepared to continue in the arts field or to succeed in the finest of liberal arts colleges.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by at least 77% of the students scoring at Level 3 or above on the 2008 administration of the Reading FCAT.

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their mathematics skills as evidenced by 94% of the students scoring at Level 3 or above on the 2008 administration of the Mathematics FCAT.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 97% of the students scoring at Level 3.5 or above on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 67% of the students scoring at Level 3 or above on the 2008 administration of the Science FCAT.

Given a schoolwide focus on parental involvement, parental support will improve as evidenced by a 5% increase in the number of parents attending school-sponsored events, as documented in 2007-2008 attendance logs.

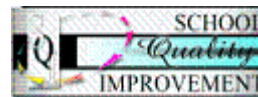
Given that our students have an open campus for lunchtime and have the freedom to patronize several food establishments around the school, students will improve their knowledge of personal safety measures during lunchtime as evidenced by a 90% favorable response rate on a school-developed lunch safety survey.

Given that all Miami-Dade County Public Schools students incorporate the use of technology to improve classroom learning, students will become more proficient as evidence by an increase of 5-10 percent increase in the knowledge level of using technology in the classroom as reported on a pre- and post-technology surveys.



# School Improvement Plan

## 2007-2008



Given the standards for teaching physical fitness, students in grade 10 will increase their physical fitness as evidenced by a 3 percentage point increase in the number of award recipients as measured by the administration of the Fitness Gram test.

Given that New World School of the Arts is a performing and visual arts school, seniors will improve their career opportunities as evidenced by one hundred percent of the students completing their portfolios and senior showcase performances during the 2007-2008 school year.

Given the importance of fiscal responsibility and promoting academic achievement, the school's Return-on-Investment (ROI) percentage will improve as evidenced by a 1 point increase in the 2007-2008 index.

Given the importance of our students receiving a diploma from New World School of the Arts, the school will maintain a one hundred percent rate of graduation as evidenced by the number of enrolled seniors graduating in June 2008.

In regards to the comments made by the NWSA staff on the Organizational Performance Improvement Snapshot Survey, the administration recognizes the positive attitude expressed about the school's leadership, strategic planning, stakeholder engagement, data/information/knowledge management, and faculty & staff. The school will concentrate on two areas of weakness this year: education design and business results. To address concerns with education design, the administration will work to supply all of the necessary resources needed for the staff to do their jobs and provide information about the quality of their work. In an effort to continuously improve, the administration will address the area of business results by working with the staff to heighten awareness of how well the school is doing financially and will encourage better communication to assess the resources that are needed by the staff.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 7901 - NEW WORLD SCHOOL OF THE ARTS SENIOR HIGH SCHOOL

### VISION

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

### MISSION

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.

### CORE VALUES

New World School of the Arts incorporates M-DCPS' core values of excellence, integrity, equity, and citizenship. In addition, we value creativity, which we especially foster in all of our arts' divisions.

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## ***School Demographics***

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New World School of the Arts (NWSA) serves 490 students, of whom 3% are Special Education (SPED) students and 20% are economically disadvantaged from Miami-Dade County. The ethnic/racial make-up of the student population is 19% Black, 31% White, 45% Hispanic, and 5% Asian/Multiethnic. One hundred percent of the students enrolled have graduated in all but four of the twenty years since the establishment of the school.

The school has one principal and one assistant principal. It has forty-two full-time staff members. The staff is 47% White Non-Hispanic, 23% Black Non-Hispanic, and 30% Hispanic. Nineteen staff members are male and twenty-three are female. The percentage of educational degrees held by teachers include; 38% Masters Degrees, 18% Specialist Degrees, and 21% Doctoral Degrees. There is 1 National Board Certified Teacher.

Due to the high demand for academic excellence and the rigor of the arts program, NWSA students must be dedicated. They have the longest school day (7:30 AM to 3:45 PM) of any M-DCPS high school. Students travel to school from throughout Miami-Dade County via M-DCPS buses and metrorail system. The average class size (19:1) is small, allowing for more personalized teaching as well as remediation when needed. Students who do not maintain the expected high standards are placed on probation for one semester. If they eliminate their deficiencies, they continue their enrollment at NWSA. If the deficiencies are not removed, the student must return to the home school.

In addition to the funds provided by M-DCPS, the school receives operating funds from Miami Dade College (MDC) and the University of Florida (UF) to operate the arts program. Five M-DCPS teachers and approximately seventy-five MDC teachers teach the visual and performing arts classes. Many of the MDC adjuncts are professionals within the arts community.

Since NWSA is located in downtown Miami, the school has access to the Cultural Center where an art museum, library, and historical museum are located. NWSA uses the Gusman Theater and the Colony Theater for special performances and graduation ceremonies.

To attend New World School of the Arts, students are selected by audition for professional programs in dance, music, theater, and visual arts. Students take a full academic program in the morning and have a three-hour concentrated arts block in the afternoon. The students are also enrolled in a dual enrollment program which enables them to earn college credit while enrolled in high school. Small classes and an outstanding faculty contribute to the students' academic and artistic success. Graduates of NWSA are prepared to continue in the arts field or to succeed in the finest of liberal arts colleges.

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## ***School Foundation***

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### **Leadership:**

The staff responded to seven prompts in this section of the most recently reported Organizational Performance Snapshot Assessment Survey dated September 2006. Their responses show a strong support of the school's leadership. The responses ranged from 4.5 to 4.9 on a five-point scale, where 4.9 was the highest. The highest scoring comment was: I know my work location's mission. The lowest scoring comment was: My supervisor encourages learning that will help me advance in my career.

### **District Strategic Planning Alignment:**

The staff responded to three prompts in this section of the survey. The responses ranged from 4.5 to 4.6. The highest scoring comment was: I know the parts of my work location's plans that will affect me and my work. The lowest scoring response was: I know how to tell if we are making progress on my work group's part of the plan.

### **Stakeholder Engagement:**

The staff responded to five prompts in this section. The responses ranged from 4.2 to 4.7. The highest scoring comment was: I keep in touch with my customers. The lowest scoring response was: I ask my customers if they are satisfied or dissatisfied with my work.

### **Faculty & Staff:**

The staff responded to six prompts in this section. The responses ranged from 4.2 to 4.8. The highest scoring comment was: I have a safe workplace. The lowest scoring response was: I am recognized for my work.

### **Data/Information/Knowledge Management:**

The staff responded to six prompts in this section. The responses ranged from 4.5 to 4.6. The highest scoring comment was: I know how the measures I use in my work fit into the work location's overall measures of improvement. The lowest scoring response was: I know how to measure the quality of my work.

### **Education Design:**

The staff responded to four prompts in this section. The responses ranged from 4.2 to 4.4. The highest scoring comment was: I can get all of the resources I need to do my job. The lowest scoring response was: I collect information (data) about the quality of my work.

### **Performance Results:**

New World School of the Arts (NWSA) has few discipline problems and therefore a minimal suspension rate. There were only 8 outdoor suspensions last year. The student attendance rate for 2006-2007 was 96.97%. The staff attendance rate was 94.9%. The inclusion rate for the Special Education (SPED) students has been maintained at 100%. The school had no English Language Learners (ELL) students during the 2006-2007 school year and 3 students currently identified as ELL, for 2007-2008. Twenty percent of the students qualified for the free or reduced lunch program. The teachers and staff at NWSA are dedicated to all students regardless of their exceptionalities.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction- Specialized Programs focusing on the ARTS (Dance, Music, Theater, and Visual Arts).

Responsibility of Teaching Reading for Every Teacher – Reading is addressed in all curriculum areas (i.e. Language classes, Social Science).

Quality Professional Development for Teacher and Leaders – Small Learning Communities Mentoring Action Plan for Teachers and Professional Development

Small Learning Communities – Specialized Programs

Intensive Intervention in Reading and Mathematics – Reading and Mathematics Goals and Strategies, Saturday Tutoring and Lunchtime tutoring.

Course Choice Based on Student Goals/Interests/Talents – Specialized Programs focusing on the ARTS (Dance, Music, Theater, and Visual Arts).

Master Schedules Based on Student Needs – Reading, Mathematics, Writing, and Science Goals and Strategies

Parental Access and Support – Communication with Parents and Parental Involvement Goal

Applied and Integrated Courses – Specialized Programs focusing on the ARTS (Dance, Music, Theater, and Visual Arts).

Academic and Career Planning – Specialized Programs focusing on the ARTS (Dance, Music, Theater, and Visual Arts), Mentoring and Internships.



## Reading Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Reading Statement**

Students will improve reading skills.

### **Needs Assessment**

A review of assessment data reveals that 75% of grade 9 and 10 students scored at Level 3 or above on the 2007 Reading FCAT. Specifically, students in grade 9 were most successful with Main Idea/Purpose (81%), but need to improve in Reference/Research (67%) and Comparisons (73%). In grade 10, the area of strength was Words/Phrases (83%), but improvement is needed in Comparisons (73%) and Reference/Research (78%). There are 20 current grade 9 students who scored at Levels 1 or 2 on the 2007 Reading FCAT. There are 19 students in grades 11 and 12 who still need to demonstrate mastery on the Reading FCAT.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by at least 77% of the students scoring at Level 3 or above on the 2008 administration of the Reading FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly opportunities for foreign language students to translate reading passages as evidenced by student work folders, classroom activities, and student assessments.	Principal, Assistant Principal, Foreign Language Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Assign supplemental reading of primary and secondary sources, in social studies honors classes, that includes notation and highlighting as evidenced in notebooks.	Principal, Assistant Principal, Social Studies Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Increase the number of reading assignments and written reports in music classes.	Principal, Assistant Principal, Music Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to practice the cloze reading skill by using Project CRISS strategies as evidenced by constructed responses and student assessments.	Principal, Assistant Principal, Language Arts Teachers, Social Studies Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Assign FCAT Levels 1 and 2 students to Intensive Reading classes.	Principal, Assistant Principal, Counselors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Continue an instructional focus in language arts on Words and Phrases and Main Idea.	Principal, Assistant Principal, Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide Saturday tutorial sessions for FCAT Levels 1 and 2 students, in grades 9 and 10, to enhance reading skills as evidenced by the results of practice FCAT Reading tests.	Principal, Assistant Principal, Language Arts Teachers	1/12/2008	3/8/2008	Continuous Improvement Model	23000
Monitor instruction via classroom walkthroughs.	Principal, Assistant Principal, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Intensive Reading classes use the SOURCE BOOK.

### Professional Development

Review of Data Analysis  
CRISS training

### Evaluation

Formal data will be obtained from the 2008 Reading FCAT results. Informal data will be obtained from Florida's Oral Reading Fluency (FORF) assessment, District's Reading Interim Assessments, progress in the Intensive Reading classes, and quarterly reviews of student progress completed by the principal, assistant principal, and guidance counselors. The reading contact liaison will coordinate the process for monitoring the Progress Monitoring Plans (PMP's). The administration and teachers will review the data, adjust lessons as needed, and recommend students for Saturday tutoring.

## Mathematics Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Mathematics Statement**

Students will improve mathematics skills.

### **Needs Assessment**

A review of assessment data reveals 87% of grade 9 and 10 students have reached mastery level in mathematics. Students in grade 9 were most successful with Number Sense (75%) and Measurement (71%), but need to improve in Data Analysis (63%) and Geometry (64%). In grade 10, the areas of strength were in Number Sense (64%) and Algebraic Thinking (64%), but improvement is needed in Geometry (50%) and Data Analysis (55%). There are 13 current grade 9 students who scored at Levels 1 or 2 on the 2007 Mathematics FCAT. There are 8 students in grades 11 and 12 who still need to demonstrate mastery on the Mathematics FCAT.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will improve their mathematics skills as evidenced by 94% of the students scoring at Level 3 or above on the 2008 administration of the Mathematics FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students to work with objects that represent mathematical models as evidenced by teacher observations.	Principal, Assistant Principal, Mathematics Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Improve mathematics skills through music theory classes which incorporate fractions and counting complicated rhythms as evidenced by teacher lesson plans and student work.	Principal, Assistant Principal, Music Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Provide math real world connection problems within home learning exercises as evidenced by completed assignments.	Principal, Assistant Principal, Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for students to demonstrate both process and solutions as evidenced by student work samples.	Principal, Assistant Principal, Mathematics Teachers, Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide Saturday tutorial sessions for FCAT Levels 1 and 2 students, to enhance mathematical skills as evidenced by the results of practice FCAT Mathematics tests.	Principal, Assistant Principal, Mathematics Teachers	1/12/2008	3/8/2008	Continuous Improvement Model	23000
Implement cooperative groups as tasks dictate and evidenced by teacher observation.	Principal, Assistant Principal, Mathematics Teachers, Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Monitor instruction via classroom walkthroughs.	Principal, Assistant Principal, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

The core mathematics programs are GEOMETRY: APPLYING REASONS AND MEASURE (McDougal), ALGEBRA 1 (Prentice Hall), and GEOMETRY (McDougal Littell).

### Professional Development

Review of Data Analysis  
Mentoring and Induction for New Teachers (MINT)

### Evaluation

Formal data will be obtained from the 2008 Mathematics FCAT. A review of the District's interim mathematics assessments and students' quarterly mathematics grades will enable the counselors and the administration will monitor progress toward the goal. The administration and teachers will review the data, adjust lessons as needed, and recommend students for Saturday tutoring.

## Writing Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Writing Statement**

Students will improve writing skills.

### **Needs Assessment**

A review of assessment data reveals that 95% of grade 10 students scored at Level 3.5 or above on the 2007 FCAT Writing +. Also, 86% of the students scored 4.0 or higher. The mean score for expository writing decreased from 4.9 to 4.4, persuasive writing decreased from 4.9 to 4.6, and the combined score decreased from 4.9 to 4.5. The students in grade 9 need to improve in their conventions skill.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 97% of the students scoring at Level 3.5 or above on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly opportunities for foreign language students to express themselves through writing in Spanish advanced academic classes as evidenced by compositions in student folders.	Principal, Assistant Principal, Foreign Language Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Administer FCAT-style practice prompts to each grade 10 language arts student as a diagnostic for determining appropriate curriculum strategies.	Principal, Assistant Principal, Language Arts Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate lessons on the elements of sentence revision, grammar, and usage in grades 9 and 10 language arts classes.	Principal, Assistant Principal, Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer practice with short and extended answer responses for students in grades 9 and 10 language arts classes.	Principal, Assistant Principal, Language Arts Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assign bi-monthly essays, in advanced academic social studies classes, as evidenced by student work in notebooks.	Principal, Assistant Principal, Social Studies Teachers	8/20/2007	6/5/2008	Advanced Academics	0
Assign writing samples to choral/vocal students as part of their portfolio to address career goals or personal assessment reflections.	Principal, Assistant Principal, Choir Director	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Assign short reports to instrumental students on musical topics of interest as well as short research papers reflective of current repertoire and composers.	Principal, Assistant Principal, Music Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

The core language arts program is ELEMENTS OF LITERATURE (Holt-Rhinehart).

### Professional Development

CRISS training

### Evaluation

Formal data will be obtained from the results of the 2008 FCAT Writing +. Informal data will be obtained from the District's Pre and Post Assessments, and teacher assessments of practice prompts. Administrators and teachers will review the results and adjust instruction as needed.

## Science Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Science Statement**

Students will improve science skills.

### **Needs Assessment**

A review of assessment data reveals that 64% of the grade 11 students scored at Level 3 or above. Further review indicates that the students scored 50 mean scale points higher than the District's average and 34 mean scale points higher than the State's average. Specifically, students were most successful with Earth and Space Science (67%) and Life and Environmental Science (67%). They were least successful with Physical and Chemical Science (62%). An analysis of the school-wide pre and post-test data indicates that students had an average improvement rate of 63% when comparing the pretests to the post-tests given in science classes.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 67% of the students scoring at Level 3 or above on the 2008 administration of the Science FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Improve students' conceptual knowledge of the sciences (e.g., physical, earth, biology, and chemical) via special projects, lab activities, and home learning.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Increase honors students' awareness of contemporary science (discoveries, ethical issues, and advances) via journals, internet, and documentaries, as evidenced by student logs.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Improve all students' skills with a variety of measuring devices (barometers, micrometers, calipers, and digital and analog multimeters) as evidenced by statistical analysis of pre and post-test results and student notebooks.	Principal, Assistant Principal, Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide Saturday science tutorials for grade 11 students to enhance science skills as evidenced by the results of practice Science FCAT assessments.	Principal, Assistant Principal, Science Teachers	1/12/2008	3/8/2008	Continuous Improvement Model	23000
Increase the number of laboratory activities.	Principal, Assistant Principal, Science Teachers	09/10/07	06-05-08	Academic Enrichment Opportunities	0

### Research-Based Programs

The core science programs are; PHYSICS (Prentice Hall), CHEMISTRY - MATTER AND CHANGE (Glencoe), BIOLOGY- FLORIDA EDITION (Current Publishing), FLORIDA - ENVIRONMENTAL SCIENCE (Holt, Rinehart and Winston), and ANATOMY & PHYSIOLOGY - 7TH EDITION (Glencoe).

### Professional Development

Data Analysis

### Evaluation

Formal data will be obtained from the 2008 Science FCAT. Informal data will be obtained from the District's formative interim assessments (pre, mid, and post-tests).



## Parental Involvement Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **Parental Involvement Statement**

Parents and community members will participate in at least 70% of school-sponsored activities.

### **Needs Assessment**

Yearly participation by parents in school-sponsored activities has reflected a strong interest in supporting a myriad of functions. Parents and the community support the many student performances showcasing student talent, but they also attend such activities as Open House Night, Senior Parents Night, New Parent Orientation, and College Night. In addition, the school has an active Parent Teacher Student Association (PTSA) that volunteers to help with some of the parent nights and faculty breakfasts. During the 2006-2007 school year, 1,901 parents and community members participated in school's activities and 140 Parent/Teacher conferences were held.

### Measurable Objective

Given a schoolwide focus on parental involvement, parental support will improve as evidenced by a 5% increase in the number of parents attending school-sponsored events, as documented in 2007-2008 attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Advertise the November and December Audition Workshops to middle schools.	Principal, Assistant Principal, Arts' Teachers	8/20/2007	12/15/2007	Improve Public Perception	0
Provide a performance of Rising Stars.	Principal, Assistant Principal, Arts' Teachers, PTSA	1/7/2008	3/22/2008	Improve Public Perception	0
Advertise gallery openings, concerts, and dance performances, in the parent newsletter.	Principal, Assistant Principal, Visual Arts Teachers	8/20/2007	6/5/2008	Improve Public Perception	0
Advertise theatrical performances such as Main Stage and Studio.	Principal, Assistant Principal, Theater Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Send letters home to parents announcing Senior Information Night, College Night, Financial Aid Workshop, and Open House Night to acquaint parents with future educational possibilities and to communicate the shared vision and mission for the school.	Principal, Assistant Principal, Student Services, Activities Director	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Reconstitute Band Parent Club	Principal, Assistant Principal, Choir Director, Music Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Include parents in performance and event planning to support December's Holiday Concert event.	Principal, Assistant Principal, Choir Director, Music Teachers	8/20/2007	12/31/2007	Improve Public Perception	0
Provide Parent Academy workshops for parents.	Principal, Assistant Principal, Activities Director	08/20/07	06/05/08	Improve Public Perception	0

### Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National Parent Teacher Student Association

### Professional Development

Parent Academy workshops

### Evaluation

The data obtained from the 2007-2008 parent attendance logs will be used to evaluate growth in parental involvement.

### Discipline & Safety Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Discipline & Safety Statement**

Students will enhance knowledge of safety skills.

**Needs Assessment**

Recently, students were surveyed to assess knowledge about safety on the metrorail and adjoining stations. The survey results showed that 83% of the students use the metrorail system, 89% felt safe walking to and from the metrorail to school, and 97% were familiar with the safety measures for using the metrorail. The need for safety on the metrorail is essential for transportation to New World School of the Arts. Since the students know what measures to take to ensure safety on the metrorail, a new area of safety needs to be addressed. New emphasis needs to be placed on the boundaries and safety concerns for our open campus at lunchtime, because our students have been observed going to restaurants outside of permitted boundaries and have reported comments made to them by strangers.

### Measurable Objective

Given that our students have an open campus for lunchtime and have the freedom to patronize several food establishments around the school, students will improve their knowledge of personal safety measures during lunchtime as evidenced by a 90% favorable response rate on a school-developed lunch safety survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the dress code with the students to ensure the appropriate attire for school.	Principal, Assistant Principal, Security Guard, Classroom Teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Explain the acceptable lunch time perimeter to the students, during class assemblies.	Principal, Assistant Principal, Security Guard	8/20/2007	6/5/2008	Student Wellness	0
Review with the students in class assemblies the safety regulations for lunchtime as stated in the Student Planner.	Principal and Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Review school procedures via the daily morning announcements.	Principal, Assistant Principal, Administrative Assistant	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide students with handouts outlining the general perimeter boundaries of the school.	Principal, Assistant Principal, Student Government Association	08/20/07	06/05/08	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Perimeter Boundaries Guidelines  
Metrorail Safety Guidelines

### Evaluation

A student survey related to the lunch safety information will be used to gauge student knowledge of safety skills.

## Technology Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Technology Statement**

Students will become proficient with the use of technology for online learning.

### **Needs Assessment**

A technology survey will be developed to quantify the percentage of NWSA students that feel proficient in accessing web-based study, problem-solving, and project tools. The use of web-based FCAT preparation programs will offer a way for students to become more proficient in accessing online study tools.

### Measurable Objective

Given that all Miami-Dade County Public Schools students incorporate the use of technology to improve classroom learning, students will become more proficient as evidence by an increase of 5-10 percent increase in the knowledge level of using technology in the classroom as reported on a pre- and post-technology surveys.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development in technology based on teachers' needs expressed on self-surveys.	Principal, Assistant Principal, Computer Teachers	8/20/2007	6/5/2008	Education Innovation	0
Group teachers by need areas to expedite learning in skills expressed on the self-surveys.	Principal, Assistant Principal, Computer Teachers	8/20/2007	6/5/2008	Education Innovation	0
Encourage students to complete online FCAT practice assessments.	Principal, Assistant Principal, Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Learning Express

### Professional Development

FCAT Explorer and Learning Express training

### Evaluation

Evaluation will be based on an analysis of the results of the 2007-2008 pre- and post-technology survey and user frequency/completion data from FCAT Explorer and Learning Express online programs.

## Health & Physical Fitness Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

Students will improve their physical fitness.

### **Needs Assessment**

Ninety-four percent of the grade 10 students were tested and passed the Miami-Dade County Fitness Test administered in 2007, and 87% were award recipients. Gold awards were given to forty-six students and silver awards to fifty-eight students. The school needs to increase award recipients.

One-hundred eighteen grade 10 students (97% of the class) passed the American Heart Association's "Heartsaver" CPR course and 13 grade 11 and 12 students passed the course for recertification.

### Measurable Objective

Given the standards for teaching physical fitness, students in grade 10 will increase their physical fitness as evidenced by a 3 percentage point increase in the number of award recipients as measured by the administration of the Fitness Gram test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pre and post-test to students each semester.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Teach students about good nutrition and healthy habits.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide students with a variety of physical activities.	Principal, Assistant Principal, Physical Education Teacher, Theater Teachers, Dance Teachers	8/20/2007	6/5/2008	Student Wellness	0
Warn students about the dangers of addiction and misusing drugs.	Principal, Assistant Principal, All Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Evaluation of this objective will be based on as evidenced by a 3 percentage point increase in the number of award recipients as measured by the Fitness gram test award recipients.



## Electives & Special Areas Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **Electives & Special Areas Statement**

Students will demonstrate a culminating sample of artistic achievement during the senior year.

### ***Needs Assessment***

Students are required to demonstrate a culminating sample of artistic achievement. During their four years at New World School of the Arts, they have had ample opportunities to enhance their talents. As seniors, they are required to showcase a Capstone project of their fine arts education. One hundred percent of NWSA seniors completed a culminating project in 2007.

### Measurable Objective

Given that New World School of the Arts is a performing and visual arts school, seniors will improve their career opportunities as evidenced by one hundred percent of the students completing their portfolios and senior showcase performances during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to use technology to enhance their artistic abilities.	Principal, Assistant Principal, Arts' Teachers, Arts' Deans, Computer Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to add experiences and recognitions to their portfolios.	Principal, Assistant Principal, Arts' Teachers, Arts' Deans	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide assistance to students in the completion of their portfolios.	Principal, Assistant Principal, Arts' Teachers, Computer Teachers, Arts' Deans	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide financial support for students to apply for the Arts Recognition and Talent Search program.	Principal, Assistant Principal, Arts' Teachers, Arts' Deans, EESAC	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Assist with funding for choreography and music recording space necessary for auditions, Arts Recognition & Talent Search preparations, and senior showcase activities.	Principal, Assistant Principal, Arts' Deans, Arts' Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	3000
Provide additional capstone performance experiences in a "senior showcase".	Principal, Assistant Principal, Music Dean, Music Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Not Applicable

### Professional Development

Capstone Project Guidelines and Procedures training

### Evaluation

Evaluation will be based on maintaining the 2008 percentage of seniors completing portfolios and talent showcasing activities as compared with the 2007 percentage.

## Return On Investment Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Return On Investment Statement**

New World School of the Arts will improve its Return-on-Investment index of value and cost effectiveness of its programs.

### **Needs Assessment**

New World School of the Arts, an FCAT "A" school, was in the middle third of all high schools on the State in the Return-on-Investment (ROI) measure (11th percentile) for 2003-2004. The school was in the upper third of all high schools on money spent per student in the school (Total Program Cost per WFTE was \$12,158).

For 2004-2005, the school remained in the middle third of all high schools with a Return-on-Investment of the 8th percentile (Total Program Cost per WFTE was \$9,034).

### Measurable Objective

Given the importance of fiscal responsibility and promoting academic achievement, the school's Return-on-Investment (ROI) percentage will improve as evidenced by a 1 point increase in the 2007-2008 index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reallocate existing resources to take better implement teaching, learning and class size mandates.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Receive information regarding the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Increase the percentage of learning gains.	Principal, Assistant Principal, Administrative Assistant, All Teachers, Counselors	8/20/2007	6/5/2008	Continuous Improvement Model	0

### Research-Based Programs

See core subject areas goals and objectives.

### Professional Development

Project CRISS  
Promethan Technology

### Evaluation

The percentage of students with learning gains will be divided by the program cost per weighted FTE students at the school to determine ROI index.

## Graduation (High Schools Only) Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Graduation (High Schools Only) Statement**

All students will graduate from high school following a four-year program.

### ***Needs Assessment***

The school's 2006-2007 graduation rate was one hundred percent of all students enrolled. All students completed the academic course requirements for graduation.

### Measurable Objective

Given the importance of our students receiving a diploma from New World School of the Arts, the school will maintain a one hundred percent rate of graduation as evidenced by the number of enrolled seniors graduating in June 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to enforce the attendance policy.	Principal, Assistant Principal, All Teachers, Arts' Deans	8/20/2007	6/5/2008	Truancy Prevention	0
Develop a master schedule to accommodate the required courses for the arts divisions.	Principal, Assistant Principal, Arts' Deans, Guidance Counselors, Registrar	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Monitor the progress of grade 11 and 12 FCAT retakers.	Principal, Assistant Principal, Administrative Assistant, Language Arts Teachers, Mathematics Teachers, Guidance Counselors	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to provide support services including small group counseling.	Principal, Assistant Principal, Guidance Counselors	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Continue the probation policy.	Principal, Assistant Principal, All Teachers, Arts' Deans, Guidance Counselors	8/20/2007	6/5/2008	Education Innovation	0
Require students to complete their Community Service projects by the end of the junior year.	Principal, Assistant Principal, Activities Director, Arts' Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

College Assistance Program (CAP)

### Professional Development

District meetings for counselors  
PSAT Training

### Evaluation

The evaluation will be based on a comparison of the graduation rates from May 2007 and June 2008.

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**EESAC Compliance**

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

**Budget:**

EESAC partially reimburses students for their applications to Arts Recognition and Talent Search. It also refunds up to \$299 to seniors with financial need for audition travel expenses or portfolio reproduction expenses.

**Training:**

EESAC recommends an allocation be provided for teacher in-service or professional development activities.

**Instructional Materials:**

EESAC supports the spending of Academic Enhancement funds and the FCAT Incentive Funds.

**Technology:**

EESAC assists students with expenses for portfolio reproduction and understands the District's mandate in regards to the electronic grade book.

**Staffing:**

EESAC supports small classes to maintain a conducive learning environment.

**Student Support Services:**

EESAC supports having two guidance counselors to better service our students.

**Other Matters of Resource Allocation:**

EESAC provides financial support for students to apply for the Arts Recognition and Talent Search program.

**Benchmarking:**

EESAC supports and applauds the school's comparison of scores to those of the State and District.

**School Safety & Discipline:**

EESAC supports small classes to maintain a safe learning environment.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	23000
Mathematics	23000
Writing	0
Science	23000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3000
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>72000</b>





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*