
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7901 - New World School of the Arts Senior High School

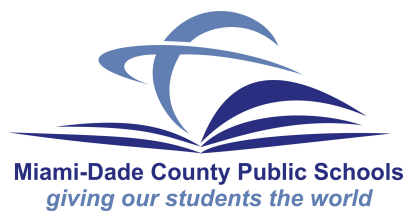
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Ellery Brown

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

New World School of the Arts Senior High School

New World School of the Arts is a center of excellence in the visual and performing arts. It is a state supported magnet school, cooperatively administered by the 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. The school is located in downtown Miami on the Wolfson Campus of MDC.

Given instruction based on the Sunshine State Standards (SSS), students in grades nine and ten will improve their reading skills as evidenced by at least 75% scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve skills in mathematics as evidenced by 95% scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will maintain their writing skills score as evidenced by 100% of the students scoring state mastery achievement level on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade eleven will improve their science knowledge as evidenced by their exceeding the State mean scale score on the 2006 administration of the FCAT Science Test.

Given a school wide focus on parental involvement, parental support will be evidenced by an increase of five percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year documented in attendance logs as compared with those activities during the 2004-2005 school year.

Given that over ninety percent of our students ride the Metro rail system as part of their school transportation, students will improve their knowledge of personal safety measures at the stations and on the trains as evidenced by an increase in the number of favorable responses on a school-developed Metro rail survey.

Given that all Miami-Dade County Public Schools teachers must convert to using an electronic grade book, teachers will become proficient in using the Pinnacle System as evidenced by report cards being printed with grades electronically downloaded.

Given the standards for teaching physical fitness, students in grade ten will increase their physical fitness as evidenced by a three percentage point increase in the number of award recipients as measured by the administration of the District Physical Fitness 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 93% of the students completing their portfolios and senior showcase performances, their Capstone Project.

Given the importance of fiscal responsibility and promoting academic achievement, the school's Return-on-Investment (ROI) percentage will improve as evidenced by a one point increase in the 2005-2006 index.

Given the importance of our students receiving a diploma from New World School of the Arts, the school will maintain the ninety-eight percent rate of graduation as evidenced by the number of seniors graduating in May 2006.

In regard to the comments made by New World School of the Arts staff on the Organizational Performance Improvement Snapshot Survey, the administration recognizes the positive attitude expressed about the school's leadership, strategic planning, customer/market focus, data analysis, and human resources. The school will concentrate on two areas this year: strategic planning and human resources. In an effort to continuously improve, the administration will work with the staff to heighten awareness of staff involvement in planning for the future and will encourage staff to develop job skills to advance their careers.

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.

New World School of the Arts Senior High School

VISION

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

MISSION

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

School Demographics

New World School of the Arts serves 480 students (of whom 36 percent are male, 64% are female, 3% are ESE students, 20% are economically disadvantaged, and three are ESOL students) from Miami-Dade County. The ethnic/racial make-up of the student population is 19% African American, 34% White, 3% Asian, 41% Hispanic, and 3% Multiethnic. In all but three of eighteen years, since the establishment of the school, 100% of the students have graduated.

The school has one principal and assistant principal. It has forty full-time staff members and one hourly. The staff is 51% White Non-Hispanic, 21% Black Non-Hispanic, and 28% Hispanic. Nineteen are male and twenty are female.

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 (7:30AM to 3:45PM) of any M-DCPS high school. Students travel to school from throughout Miami-Dade County via M-DCPS buses and Metrorail. 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 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 MDC and 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 in the arts.

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 has the use of the Gusman Theater and the Colony Theater for graduation ceremonies and special performances.

School Foundation

Leadership:

The staff responded to seven prompts in this section of the Organizational Performance Snapshot Assessment Survey. Their responses show a strong support of the school's leadership. The responses ranged from 4.4 to 4.9 on a five-point scale, where 5.0 was the highest. The highest scoring comment was: I know my organization's mission. The lowest scoring comment was: My organization asks me what I think.

District Strategic Planning Alignment:

The staff responded to three prompts in this section of the survey. The responses ranged from 4.4 to 4.6. The highest scoring comment was: I know how to tell if we are making progress on my work group's part of the plan. The lowest scoring response was: As it plans for the future, my organization asks for my ideas.

Stakeholder Engagement:

The staff responded to five prompts in this section. The responses ranged from 4.1 to 4.6. 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 three prompts in this section. The responses ranged from 4.1 to 4.6. The highest scoring comment was: I can make changes that will improve my work. The lowest scoring response was: My supervisor encourages me to develop my job skills so that I can advance in my career.

Data/Information/Knowledge Management:

The staff responded to six prompts in this section. The responses ranged from 4.6 to 4.7. The highest scoring comment was: I know how the measures I use in my work fit into the organization's overall measures of improvement. The three lowest scoring responses all had an average score of 4.6 and concerned using analyses for making work decisions, getting all of the important information, and getting the information to know about how the school is doing.

Education Design:

The students have a class schedule to enhance academics and the arts. During the first five periods, the students study their academic classes. Students may select honors or advanced placement (AP) classes. In the spring, the school plans to offer a new AP class, Statistics.

For the last three periods, they take their arts block. When they have an imminent performance, they have rehearsal after school.

Students also have a performance schedule of district events and community events which allows the students an opportunity to practice their arts in the real world as school-to-career activities.

Performance Results:

New World School of the Arts has few discipline problems and so has no indoor suspensions. There were only two outdoor suspensions last year. The attendance rate for 2004-05 was 95.64%. The staff attendance rate was 97%. The inclusion rate for the sixteen Special Education students was 85.92%, with 81.25% spending 80% or more time with the non-disabled. The school had one Limited English Proficient (LEP) student last year and two this year. Twenty percent of the students qualified for the free or reduced lunch program. None of these areas negatively impact our learning gains. They show the dedication and motivation of our students and staff.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 1 STATEMENT:

Students will improve reading skills.

Needs Assessment

An assessment of data reveals that 72% of grade 9 and 10 students scored at Achievement Level 3 or higher on the 2005 FCAT Reading Test.

An assessment of data reveals 28% of grade 9 and 10 students had not reached mastery level in reading. Specifically, students in grade 9 (currently grade 10) were most successful with Reference/Research skills. They need to improve their Words/Phrases and Main Idea. In grade 10 (currently grade 11), the area of strength was Comparisons. They need to improve Words/ Phrases and Main Idea. There are sixteen students in grades 11 and 12 who still need to show reading mastery on the FCAT. There are 34 current grade 9 students who scored Level 1 or 2 on FCAT 2005.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades nine and ten will improve their reading skills as evidenced by at least 75% scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assign FCAT level 1 and 2 students to Intensive Reading classes.	Administration, Counselors	8/8/2005	5/24/2006
Provide a summer course in Intensive Reading.	Administration	8/8/2005	5/24/2006
Develop an instructional focus calendar to include addressing words and phrases and main idea.	Administration, Language Arts Teachers	8/8/2005	5/24/2006
Provide opportunities for students to practice the close reading skill by using CRISS strategies as evidenced by constructed response and student assessment.	Administration, Language Arts Teachers, Social Studies Teachers	8/8/2005	5/24/2006
In social studies honors classes, assign supplemental reading of primary and secondary sources that includes notation and highlighting as evidenced in notebooks	Administration, Social Studies Teachers	8/8/2005	5/24/2006
Provide weekly opportunities for foreign language students to translate reading passages as evidenced by student work folders.	Administration, Foreign Language Teachers	8/8/2005	5/24/2006
Increase the number of reading assignments and written reports in music classes.	Administration, Music Teachers	8/8/2005	5/24/2006

Research-Based Programs

The core reading program is Holt-Rhinehart, ELEMENTS OF LITERATURE, Grades 9-12.

Professional Development

Review of Data Analysis/ CRISS

Evaluation

Formal Data will be obtained from the FCAT 2006 Reading Test results. Informal data will be obtained from assessments in the intensive reading classes and the quarterly reviews of student progress done by the guidance counselors and the administration.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 2 STATEMENT:

Students will improve mathematics skills.

Needs Assessment

An assessment of data reveals seven percent of grade 9 and 10 students have not reached mastery level in mathematics. Specifically, students in grade 9 (currently grade 10) are most successful with Geometry and Measurement. They need to improve Number Sense. In grade 10 (currently grade 11), the area of strength is Number Sense. They need to improve Measurement, Geometry, Probability, and Data Analysis skills. There are ten students in grades 11 and 12 who still need to show mathematics mastery on the FCAT. There are 19 current grade 9 students who scored Level 1 or 2 on FCAT 2004. Our students met 2005 NCLB Adequate Yearly Progress (AYP) requirements. Even though the standard has been raised to 50 percent mastery for 2006, all of the NCLB groups surpassed the criteria for 2005.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 nine and ten will improve skills in mathematics as evidenced by 95% scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Allow students to work with objects that represent mathematical models as evidenced by teacher observation of student demonstration.	Administration, Mathematics Teachers	8/8/2005	5/24/2006
Improve mathematics skills through music theory classes that involve such areas as fractions and counting complicated rhythms as evidenced by teacher lesson plans and student work.	Administration, Music Teachers	8/8/2005	5/24/2006
Advanced academic students will complete research on a mathematics topic and orally present the report to the class.	Administration, Mathematics Teachers	8/8/2005	5/24/2006
Provide real world connection problems for home learning exercises as evidenced by completion of the assignments by the students.	Administration, Mathematics Teachers	8/8/2005	5/24/2006
Allow time for students to think through problem formation and solutions as evidenced by examples of student work showing process and solution.	Administration, Mathematics Teachers, Science Teachers	8/8/2005	5/24/2006
Provide work in cooperative groups as tasks dictate as evidenced by teacher observation of student demonstration.	Administration, Mathematics Teachers, Science Teachers	8/8/2005	5/24/2006

Research-Based Programs

The core mathematics program is McDougal, GEOMETRY: APPLYING REASONS AND MEASURE; Prentice Hall, ALGEBRA 1; and Scott-Foresman, GEOMETRY: McDougal Littell.

Professional Development

Review of Data Analysis

Evaluation

Formal data will be received from the 2006 FCAT Mathematics Test results. By reviewing the quarterly mathematics grade of students, the counselors and the administration will monitor progress toward the goal.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

Students will improve writing skills.

Needs Assessment

An assessment of data reveals 100% of the grade ten students scored a mastery level of 3.5 or higher on the FCAT Writing 2005. The students increased by 2% in their expository writing; however, they dropped 1% in persuasive writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 ten will maintain their writing skills score as evidenced by 100% of the students scoring state mastery achievement level on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly opportunities for foreign language students to express themselves through writing in Spanish advanced classes as evidenced by compositions in student folders.	Administration, Foreign Language Teachers	8/8/2005	5/24/2006
Administer FCAT-style practice prompts to each tenth grade language arts student as a diagnostic for determining appropriate curriculum strategies.	Administration, Language Arts Teachers	8/8/2005	5/24/2006
Incorporate lessons on the elements of sentence revision, grammar, and usage in grades nine and ten Language Arts classes.	Administration, Language Arts Teachers	8/8/2005	5/24/2006
Administer FCAT short answer or questions in grades nine and ten Language Arts classes.	Administration, Language Arts Teachers	8/8/2005	5/24/2006
Assign choral students to write essays on topics related to music as evidenced by written reports.	Administration, Choir Director	8/8/2005	5/24/2006
Assign advanced academic social studies students to write essays bi-monthly as evidenced by work in notebooks.	Administration, Social Studies Teachers	8/8/2005	5/24/2006

Research-Based Programs

The core language arts program is Holt-Rhinehart, ELEMENTS OF LITERATURE

Professional Development

CRISS training

Evaluation

Formal data will be obtained from 2006 FCAT Writing Test results. Informal data will be obtained from the teachers' assessment of the practice prompts.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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"/>

GOAL 4 STATEMENT:

Students will improve science skills.

Needs Assessment

An assessment of data reveals that the grade eleven students scored 35 scale points higher than the District average and 53 points higher than the State average. Specifically, students are most successful with Scientific Thinking and least successful with Life and Environmental Science. Informal data collected last year showed that students gained 19% from the pre-test to the post-test given in science classes. Also, 51% of the students scored an A or a B on the midterm exams.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eleven will improve their science knowledge as evidenced by their exceeding the State mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve students' skills with a variety of measuring devices including but not limited to thermometers, barometers, micrometers, calipers, and digital and analog multimeters as evidenced by statistical analysis of pre-test and post-test results, and student notebooks.	Administration, Science Teachers	8/8/2005	5/24/2006
Improve conceptual learning in physical earth science, biology, and chemical sciences via class work, laboratory activities, and home learning as evidenced by home learning assessments, student notebooks, and/or special projects.	Administration, Science Teachers	8/8/2005	5/24/2006
Provide Saturday science tutorials for eleventh grade students to enhance science skills.	Administration, Science Teachers	8/8/2005	5/24/2006
Increase honors students' awareness of contemporary science (discoveries, ethical issues, and advances) via journals, the Internet, and documentaries as evidenced by student logs of a representative number of reports.	Administration, Science Teachers	8/8/2005	5/24/2006

Research-Based Programs

The core science program is Prentice Hall, PHYSICS; Holt-Rhinehart, MODERN CHEMISTRY; Benjamin Cummings, MARINE BIOLOGY; Reston, MARINE BIOLOGY revised edition; Holt-Rhinehart, MODERN BIOLOGY; and Benjamin Cummings, BIOLOGY: ENVIRONMENT, DIVERSITY, AND ECOLOGY; and Holt-Rhinehart, MODERN EARTH SCIENCE.

Professional Development

Data Analysis

Evaluation

Formal data will be obtained from the 2006 FCAT Science Test. Informal data will be obtained from science pre- and post-tests, midterm science grades, and student notebooks.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

Parents and community members will participate in more school activities.

Needs Assessment

Because New World School of the Arts offers many opportunities for parents to participate in activities, the school has enjoyed strong participation from parents. Not only do they support the many student performances showcasing their child's 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 PTSA that volunteers to help with some of the parent nights and faculty breakfasts. During the 2004-2005 baseline school year, 6,077 parents and members of the community participated in the school's activities.

Measurable Objective

Given a school wide focus on parental involvement, parental support will be evidenced by an increase of five percentage points in the number of parents attending school-sponsored events during the 2005-2006 school year documented in attendance logs as compared with those activities during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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 our shared vision and mission for the school.	Administration, Student Services, Activities Director	8/8/2005	5/24/2006
Add an extra performance of Rising Stars.	Administration, Arts' Teachers, PTSA	1/3/2006	3/19/2006
Advertise to middle schools the November Audition Workshops.	Administration, Arts' Teachers	8/8/2005	12/1/2005
Advertise in the parent newsletter about gallery openings, concerts, and dance performances.	Administration, Visual Arts Teachers	8/8/2005	5/24/2006
Advertise theatrical performances such as Main Stage and Studio.	Administration, Theatre Teachers	8/8/2005	5/24/2006
Advertise to the choir students' parents about the booster's potluck dinner.	Administration, Choir Director	8/8/2005	9/30/2005

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Students will enhance knowledge of safety skills.

Needs Assessment

Last year, students expressed no concerns about the Metro rail transportation and the stations. However, this year student complaints led to a meeting with Metro rail and Wackenhut Security authorities. Based on that meeting, the administration and the authorities agreed that more vigilance and student safety education was needed. The need for safety on the Metro rail is essential for transportation to New World School of the Arts.

Measurable Objective

Given that over ninety percent of our students ride the Metro rail system as part of their school transportation, students will improve their knowledge of personal safety measures at the stations and on the trains as evidenced by an increase in the number of favorable responses on a school-developed Metro rail survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review the safety regulations for the Metro rail use in the Student Planner with the students.	Administration	8/8/2005	5/24/2006
Review the safety regulations for walking between the Metro rail and various school buildings with the students.	Administration	8/8/2005	5/24/2006
Explain the acceptable perimeter for lunch time to the students.	Administration	8/8/2005	5/24/2006
Review the newest safety measures suggested at the meeting held with the Metro rail authorities with the students.	Administration	8/8/2005	5/24/2006
Review the dress code with the students.	Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

A student survey related to the safety information

GOAL 7: TECHNOLOGY

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

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(1000.3(5)(a)-(f), F.S.)

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<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

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

GOAL 7 STATEMENT:

Teachers will become proficient with technology use in the classroom.

Needs Assessment

The District has mandated that all schools will employ the electronic grade book by June 2006. New World School of the Arts teachers have not been using, nor have they been trained to use the electronic grade book.

Measurable Objective

Given that all Miami-Dade County Public Schools teachers must convert to using an electronic grade book, teachers will become proficient in using the Pinnacle System as evidenced by report cards being printed with grades electronically downloaded.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Setup classrooms with Internet capabilities.	Administration, MDC	8/8/2005	5/24/2006
Provide staff development in the latest technology by providing laptops and /or desktop computers in the classrooms.	Administration, MDC	8/8/2005	5/24/2006
Provide training in using the Pinnacle System web-based grade book program to all teachers.	Administration, Teacher Trainers	9/1/2005	5/24/2006
Assign two teachers as grade book trainers and/or managers.	Administration	9/1/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Train all teachers in the use of the electronic grade book and Atomic Learning.

Evaluation

This objective will be evaluated by the implementation of the electronic grade book by all teachers by June 2006.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

Students will improve their physical fitness.

Needs Assessment

Ninety-seven percent of the tenth grade students were tested and passed the Miami-Dade County Fitness Test administered in 2005, and eighty-eight percent were award recipients. The school needs to increase award recipients.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Pre and post-test students each semester.	Administration, Physical Education Teacher	8/8/2005	5/24/2006
Teach students about good nutrition and healthful habits.	Administration, Physical Education Teacher	8/8/2005	5/24/2006
Provide students with a variety of physical activities.	Administration, Physical Education Teacher, Theatre Teachers, Dance Teachers	8/8/2005	5/24/2006
Warn students about the dangers of addiction and misusing drugs.	Administration, All Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The number of award recipients based on the District Physical Fitness test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

Students need to demonstrate a culminating example of artistic achievement. During their four years at New World School of the Arts, they have had ample opportunity to enhance their talents. As seniors, they should showcase a Capstone project of their fine arts education. Ninety percent of our seniors completed a culminating project in 2005.

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 93% of the students completing their portfolios and senior showcase performances, their Capstone Project.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide assistance to students in the completion of their portfolios.	Administration, Arts' Teachers, Computer Teachers, Arts' Deans	8/8/2005	5/24/2006
Provide financial support for students to apply for the Arts and Talent Recognition Search program.	Administration, Arts Teachers, Arts' Deans, EESAC	8/8/2005	5/24/2006
Provide opportunities for students to use technology to enhance their artistic abilities.	Administration, Arts' Teachers, Arts' Deans, Computer Teachers	8/8/2005	5/24/2006
Provide opportunities for students to add experiences and recognitions to their portfolios.	Administration, Arts' Teachers, Arts' Deans	8/8/2005	5/24/2006
Assist with funding for choreography and music recording space necessary for auditions, ARTS preparations, and senior showcase activities.	Administration, Arts' Deans, Arts' Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Evaluation will be based on an increase in the percentage of seniors completing portfolios and talent showcasing activities as compared with the percentage last year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 10 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, is in the middle third of all high schools on the State in the Return-on-Investment (ROI) measure (11th percentile). The school is in the upper third in the State on percent of students making learning gains (93% in mathematics and 72% in reading). The school is in the upper third of all high schools on money spent per student in the school (Total Program Cost per WFTE is \$12,158).

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 one point increase in the 2005-2006 index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administration	8/8/2005	5/24/2006
Increase the percentage of learning gains.	Administration, All Teachers, Student Services	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, New World School of the Arts will show progress toward reaching the twelfth percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 11 STATEMENT:

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

Needs Assessment

The school's graduation rate for 2004-05 was ninety-eight percent.

Measurable Objective

Given the importance of our students receiving a diploma from New World School of the Arts, the school will maintain the ninety-eight percent rate of graduation as evidenced by the number of seniors graduating in May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a master schedule to accommodate the required courses for the arts divisions.	Administration, Arts' Deans, Student Services	8/8/2005	5/24/2006
Continue the probation policy.	Administration, All Teachers, Counselors	8/8/2005	5/24/2006
Monitor the progress of eleventh and twelfth grade FCAT retakers.	Administration, Language Arts and Mathematics Teachers, Counselors	8/8/2005	5/24/2006
Require students to complete their Community Service projects by the end of the junior year.	Administration, Activities Director, Arts' Teachers	8/8/2005	5/24/2006
Continue to provide support services including small group counseling.	Administration, Student Services	8/8/2005	5/24/2006
Continue to enforce the attendance policy.	Administration, All Teachers, Arts' Deans	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

One counselor and the assistant principal will enroll in ESOL: Issues and Strategies.

Evaluation

The evaluation will be based on a comparison of the graduation rates from June 2005 and May 2006.

EESAC Compliance

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 and Talent Recognition 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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