

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Miguel A. Balsera  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Miami Arts Studio 6-12 @ Zelda Glazer  
(As it should appear in the official records)

School Mailing Address 15015 SW 24th Street  
(If address is P.O. Box, also include street address.)

City Miami State FL Zip Code+4 (9 digits total) 33185-5939

County Miami-Dade

Telephone (305) 485-2323 Fax (305) 485-2324

Web site/URL http://www.mas.dadeschools.net E-mail mbalsera@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Alberto Carvalho E-mail ACarvalho@dadeschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Miami-Dade Tel. (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Perla Tabares-Hantman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

- Number of schools in the district (per district designation):
  - 220 Elementary schools (includes K-8)
  - 56 Middle/Junior high schools
  - 59 High schools
  - 1 K-12 schools

336 TOTAL

**SCHOOL** (To be completed by all schools)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

- Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	0	0	0
<b>3</b>	0	0	0
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	99	157	256
<b>7</b>	90	182	272
<b>8</b>	97	176	273
<b>9</b>	96	183	279
<b>10</b>	77	154	231
<b>11</b>	86	135	221
<b>12 or higher</b>	56	84	140
<b>Total Students</b>	601	1071	1672

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0.4 % Asian
  - 0.7 % Black or African American
  - 94.6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 4.1 % White
  - 0.2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2018	1564
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Hebrew

English Language Learners (ELL) in the school: 1 %  
14 Total number ELL

7. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 887

8. Students receiving special education services: 6 %

97 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>15</u> Autism                 | <u>17</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>29</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>40</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>7</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	75
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	100%	100%	99%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	109
Enrolled in a 4-year college or university	61%
Enrolled in a community college	38%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Miami Arts Studio works to create an exciting learning environment where students learn the value of critical thinking and the arts along with their rigorous academic programs.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Miami Arts Studio 6-12 @ Zelda Glazer is a Magnet School offering eight Magnet strands: Band, Broadcast, Dance, Entertainment Law, Orchestra, Technology Production, Theatre, and Vocal. Miami Dade County Public School Board Policy 2370 states that "selection of students for talent programs will be based solely on the specific talent aligned to each magnet program strand," therefore eliminating bias due to academic standing. Students in Entertainment Law and Technology Production strands are selected through a lottery process using a minimum 2.0 Grade Point Average as a requirement for eligibility.

## **PART III - SUMMARY**

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Miami Arts Studio is a 6-12 full magnet school located in a middle-class suburb in the heart of West Kendall in Miami, FL. MAS students and community are predominantly Hispanic, though far from predominate in any one Hispanic culture. Many Latino countries from Central America, South America, the Caribbean, and even Spain have representation at our school. As a magnet school with no boundaries, students from a wide variety of neighborhoods and socio-economic statuses are given access to high-quality education and experiences, which may not have been provided through their attendance boundary schools. Our focus has been to recruit and provide opportunities to those students with a passion and love of the arts, while prioritizing access and diversity.

As an A-rated school, Miami Arts Studio students receive innovative instruction focused on academic achievement and the performing arts. In academic, magnet, and elective classes, innovation is demonstrated as we combine technology and instructional strategies. Our iPrep math classrooms, for example, are a reversed classroom model, where students learn the lesson on digital devices and then ask questions to check for understanding in class. Applications such as Gizmos, Edmodo and iReady, used in science and language arts classrooms, help teachers evaluate each student's needs and allows them to maintain contact with students through educational conversations outside the classroom. Technology truly shines in our Broadcast and Technology Production magnet strands. Our Broadcast crew has created a YouTube Channel where weekly segments, scripted, recorded and edited by the Broadcast crew, are uploaded and available for the entire school community to view. Technology Production students learn Adobe Creative Suite, Photoshop, animation, graphic design and sound creation. Students complete several industry certifications and create their own digital portfolio. Through our Guest Artist Program, professionals in the field provide master classes to our students. Musicians, dancers, and artists in the field help our students make connections with their respective industries and helps to ensure that each magnet strand is on the cutting edge of arts instruction. Our partnership with Florida International University, located in Miami, FL., gives our students the opportunity to receive master classes by college professors and perform in side-by-side concerts with university music students.

The unique vibe at Miami Arts Studio of an academically challenging school with the creativity of a performing arts curriculum begins to take shape over the summer with our Summer Bootcamps. Students come in two weeks prior to the opening of school for a full magnet theme immersion to kick off the dust and get ready for a productive school year. In addition, Advanced Placement teachers provide Summer Bootcamps for advanced students to begin accessing their rigorous curriculum. This head start affords students additional time to get accustomed to the challenges of Advanced Placement courses. As a full magnet school with approximately 1650 students, the academic and magnet themes are constantly reinforced. To address the socio-emotional, cultural, and physical needs of our students, Miami Arts Studio has a robust extra-curricular program including academic clubs, service clubs, and various mental health clubs. Our Bring Change to Mind, Mental Health Awareness, Mind-Body-Connection, and Yoga clubs consist of approximately 20-30 students each who meet twice a month to address not only mental health issues affecting our youth today but also about the interrelationship between our minds and bodies. Our service clubs like our Green Science and Marine Environmental Clubs promote recycling, clean climate, beach cleanups and spearhead numerous student led community activities. MAS Respect, a service club bridging the gap between people and children with special needs, holds a special place in our hearts as we pride ourselves in Acceptance for All.

As a school located in an extremely diverse city, Miami Arts Studio embraces the Hispanic culture locally, through our Salsa Club, and foreign cultures globally, through our Model UN Club. Students at MAS have a very busy schedule balancing rigorous academics and performances throughout the year. We still find time, however, to address the physical needs of our students through our after-school Middle School Sports Program which includes bowling, basketball, volleyball, flag football, track, soccer, and softball. As a non-traditional school, we have no official school team, however, our JV and Varsity Cheerleading Squads not only compete on a state level but also serve as ambassadors for our multi-faceted school. Finally, at Miami Arts Studio we pride ourselves on our self-sustainability within our magnet and academic programs. On any given day, the Technology Production students are developing posters, advertising, and programs for the

multitude of theatre, dance, vocal, and music performances given at our very own Performing Arts Center located on campus. Broadcast students collaborate with our Social Studies Department to create segments supporting District initiatives such as Black History Month, and Hispanic Heritage Month. Together, Miami Arts Studio works as a well-oiled machine promoting and supporting all facets of student life.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

The driving force behind the success of our school and the overarching philosophy of equity for all students can be found in the master schedule. This living document beautifully represents the balance of rigorous academic courses alongside our varied magnet and elective courses. On any given day students can get into costume and rehearse for an upcoming theatre production, then quickly head over to their AP Psychology or Spanish course, followed by a period of study hall. The 8-period schedule allows students to balance both rigor and their love of the arts, technology, or law. Inherently, the development of the master schedule requires a tremendous amount of collaboration between administration and teachers. To meet the needs of all students, the master schedule is constantly being evaluated and tweaked, strategically placing specific courses at key times of the day. Data chats, held quarterly, identify students in need of assistance and pave the way for effective intervention strategies. At Miami Arts Studio, academic programs range from Students with Special Needs to Advanced Placement and Dual Enrollment, all the while supporting the magnet themes. Special care is taken within the master schedule to meet the needs of our varied population. Special Education students, for example, are supported through various means including a team of teachers who consistently monitors their progress as well as co-teaching and support facilitation models in the classroom. In addition, Special Education students receive assistance through a Learning Strategies course where a certified Special Education teacher tutors each student individually. Students who are learning English as a second language are also supported by our reading teacher who provides ELL interventions and spearheads the collaborative process with teachers in supporting ELL students. School counselors play a role in maintaining the master schedule and monitoring students as well. This ability to maintain equity within all areas, makes Miami Arts Studio a special place.

**1b.** Reading/English language arts

The school's English/Language Arts curriculum is standards-based using the Florida ELA standards. Students' demonstration of mastery of knowledge and skills are measured through the Florida Standards Assessment (FSA) in 6th through 10th grade, as well as SAT scores in 11th and 12th grade. The goal of this standards-based learning is to ensure that students are acquiring the knowledge and skills considered essential to success in school, higher education, careers and adult life. Students not meeting standards receive additional instruction, practice time, and academic support to help them achieve proficiency levels. There are systems in place to support students such as Intensive Reading, co-teaching models, support facilitation and consultation services. Teachers use a variety of instructional and assessment methods including strategies such as demonstrations of learning, portfolios, and rubrics, to name a few. Students may show mastery through oral presentations, speeches, video presentations, multimedia presentations, audio recordings and podcasts. These demonstrations could be used as formative or summative forms of assessments, including more traditional forms such as writing essays, poems, summaries, worksheets, tests and quizzes. The English/Language Arts Department uses a variety of instructional approaches to reach all students. Methods such as whole group instruction, small group, pair grouping, and individual support are embedded in the instructional plan. Students with IEPs and 504 plans are supported within the classroom using predetermined accommodations and differentiated instruction. Differentiating content by presenting ideas through auditory and visual means, using reading partners and reteaching in small groups are some of the ways the teachers provide individual support for students. For process support, teachers vary the length of time students may take to complete an assignment, and ensure that students keep personal agendas to track their assignments.

Teaching resources include a variety of genres, forms of reading such as popcorn reading, Audible, and read alouds which provide a wide range of opportunities for students to understand the reading material. Rubrics help students better understand how they are being assessed. Students may work alone or in small groups on certain assignments and sometimes students are given options of how to respond to a text through writing or through technology such as a video, or PowerPoint presentation. Being familiar with each student and their

learning styles helps to assist students achieve academic success. The English/Language Arts Department is committed to creating a learning environment that is conducive to learning for all students. There are places in the room to work quietly and without distractions for those students that need it. The classrooms are set up so that student collaboration is available when appropriate, as well as an understanding that some students may need to move around sometimes to function adequately. Routines are established to help students when the teacher is not immediately available to assist them independently. The students are also aware of their plans and are taught to self-advocate. As a data-driven school, instruction is tailored to each student through data chats. Administrators have data chats with the teachers who subsequently, share data with students through individual data chats. Students become partners as they create goals and monitor their own progress.

### **1c. Mathematics**

The school's mathematics curriculum is based on the Florida MAFS or Mathematics Florida Standards. These standards are supported by the commitment of our teachers to provide rigorous instruction that develops math competencies and supports higher level thinking. The mastery of standards and skills are measured through the Florida Standards Assessment (FSA) in grades 6th through 8th as well as the results from the Algebra 1 and Geometry End-of-Course Exams.

The Math Department consistently uses assessment data to identify students who fall short of proficiency levels. Both formative and summative assessments are used within the Math Department. In addition to data collected through state assessments, classroom data is gathered following each Topic Assessment test to ensure students receive immediate feedback and targeted intervention on a particular math topic. Students who do not meet adequate progress receive additional support in the form of Intensive Math courses, one-to-one instruction in a support facilitation setting or pull-out tutoring during the school day. Additionally, teachers provide encouragement and confidence through student data chats, giving the students a clear understanding and an action plan to reach their goals.

Given the various learning styles found in a math classroom, math teachers often give students choices to demonstrate understanding. For example, students may choose to collaborate with others in solving complex problems together, or create a portfolio that would include group reports, artwork and diagrams and a written explanation. To support the learning process, content in the math classroom is presented visually through videos and interactive simulations, manipulatives and images. Small groups are used to re-teach specific standards and to provide individual support for students.

The goal of the Math Department is to ensure all students attain an understanding of mathematical concepts, procedural skills and fluency while also learning how to apply their knowledge to real-world problem solving. To achieve this, teachers use methods such as whole group instruction, small group, pair grouping, and individual support that is embedded in the instructional plan. Special Education students with Individualized Educational Plans as well as students with 504 plans are supported within the classroom by providing differentiated instruction and ensuring student are receiving appropriate accommodations.

Digital teaching resources including Quizlet, BrainPop, and Khan Academy are frequently used within our math classes to reinforce math topics and encourage student participation. A good example of how these digital resources are leveraged to increase student proficiency and support college readiness can be seen through our use of Khan Academy – a College Board Program - and PSAT results. At Miami Arts Studio, all 10th grade students take the PSAT in October of each year. By December, students access their results and with the help of our Student Services Team, create an account linking Khan Academy to PSAT results. Khan Academy then provides a menu of lessons targeting areas of weakness evidenced through their PSAT scores. Historically, students putting in 20 hours of Khan Academy saw an increase of 100 points on the SAT.

### **1d. Science**

Through bi-weekly planning sessions on Wednesday afternoons, the Science Department at Miami Arts Studio meets to create the sustained essential practice of collaborative planning. The commitment of the

Science Department was instrumental in the success of these meetings whose purpose was to enhance the use of inquiry laboratory activities in the classroom that lead to a better understanding of science topics. During several meetings, science teachers would do actual labs and give feedback on how to improve and differentiate instruction for varied learning styles in the classroom.

Formative assessments like bellringers, in-class discussions, and quizzes are used to assess mastery of specific topics while summative assessments like unit, quarterly, and mid-year assessments help to determine how much was learned throughout the course. After analyzing data from unit, quarterly, and midyear assessments, teachers develop plans for remediation using a variety of instructional resources. These resources include but are not limited to Edgenuity, EdPuzzle, and ExploreLearning Gizmos. These platforms are used to enhance the learning process by assigning specific lessons for individualized targeted instruction, connecting vocabulary to standards, and making predictions, graphing, and proving theories.

Strategies such as high order questioning, unwrapping standards and small-group differentiated instruction were additional areas of focus that contributed to reinforce the rigor of the curriculum and the quality of instruction during the delivery of standards- based lessons. In 2019, Miami Arts Studio earned an 80% proficiency level in Science achievement on the Florida Department of Education's accountability report; a testament to the hard work of the Science Department.

The Miami Arts Studio Science curriculum offers advancement courses for middle school students such as Physical Science and Biology and opens up in high school including college level courses like AP Biology, AP Chemistry, AP Environmental Science, and AP Physics. AP courses expose students to college level curriculum and allow students to develop writing skills, as well as sharpen their critical thinking and problem-solving abilities.

#### **1e. Social studies/history/civic learning and engagement**

The Social Studies Department at Miami Arts Studio follows the pacing guides with key lessons and resources provided by the school district. Bi-weekly meetings are held to review data, discuss curricular approaches, develop interventions for struggling students, and share best practices. Curricular approaches vary as the span of courses includes middle school history, AP World History, AP US History, as well as regular history courses.

All teachers use tiered instruction and differentiated instruction in their lessons. Teachers modify lessons by including different types of media such as videos, audio books, PowerPoint presentations, and interactive games. Applications like Kahoot, Quizizz, Brainpop, iCivics and Padlet are also used to increase student engagement. In addition, teachers in the Social Studies Department use the (C-E-R) Claim – Evidence – Reasoning method to develop Social Studies labs of investigation that are incorporated into unit lessons. The C-E-R technique of questioning helps students solve higher level thinking questions. Teachers use DBQ's (document-based questions) to develop thinking like a historian lab, so all levels of learners have the opportunity to present information in different forms. Teachers use textbook test, teacher-made quizzes, district-provided assessments and other online assessments available on Kahoot, Quizizz and Quizlet, to expand teaching and learning. Accountability areas for Social Studies, used to determine school grades in the state of Florida, are 7th grade Civics and 11th grade US History End-of-Course Exams. Data from the mid-year assessments in both of these courses is reviewed by teachers and used to drive instruction. Teachers and students meet continuously and data chats are conducted after every assessment. Teachers and students are aware of their individual results and remediation and differentiated instruction is used to help students improve on their weakest benchmarks.

#### **1f. For secondary schools:**

While training for a career and preparing for college can go hand in hand, it is important to be aware of the differences in students' choices and the need to offer a variety of options. With that in mind, opportunities for advancement and the support of College and Career-Readiness at Miami Arts Studio can be seen throughout our master schedule. In addition to our 15 Advanced Placement courses, students participate in our in-house Dual Enrollment program, currently 260 students strong, beginning in 9th grade. Students take

SLS 1510, a course taught by our own college certified faculty member. This course focuses on study skills, time management, problem solving, and goal setting; all tools for high school success and the transition to post-secondary education. Students in 10th grade can continue earning college credits through our in-house Criminal Justice Dual Enrollment course. Eleventh grade students taking our Career Readiness course are exposed to numerous career options as they set personal, academic, career, and life goals. This course also offers a financial literacy component where students learn about budgeting their money, savings and retirement, as well as managing their credit cards. The course culminates in an online budget simulation for hands-on training. Students at Miami Arts Studio begin taking above-grade-level courses in science, math, and foreign language, as early as 7th grade, laying the groundwork for a college-prep experience in high school. In this rapidly changing technical world, Career-Readiness is highlighted in our Technology Production program where students can earn up to 6 industry certifications including Adobe Creative Suite, a highly sought-after certification. This year alone, our high school Technology Production magnet boasts 105 industry certifications. Finally, during junior and sophomore years, eligible students can participate in the Executive Internship Program placing students in numerous locations throughout the county for a non-paid internship experience.

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

In addition to traditional academic instruction, electives, and clubs, Miami Arts Studio has arts education embedded into all school activities, core classes, magnet classes, elective classes, and co-curricular activities. As a visitor to MAS, before school has even begun, you will find MAS students gathering together to participate in before-school rehearsals, working on projects, and getting in some practice time. Throughout the school day, students participate in academic and elective classes that embed arts education with many collaborations between arts and academic teachers. It is common to see students work together in a social studies class to create a class presentation including concepts and skills from theater, dance, and music to better understand the time-period and what was going on culturally during the historical events. As a Performing Arts Magnet School, Miami Arts Studio is lucky to have performing arts at its core with each student taking at least 2 magnet courses within their 8-period schedule. On any given day, walking through the school, you can hear the sounds of music and singing while at the same time see students filming for a segment to be shown later throughout the school. Our halls are filled with student-made posters advertising our upcoming shows. Through school-wide field trips that take place during school, after school, and on weekends and breaks, students are exposed to high-level arts performances like full opera productions, musical theater productions, ballets, symphony performances, jazz ensemble performances, and more.

While supporting the arts is inherent in our magnet school, technology and arts are not mutually exclusive. Our high school theatre students can be seen working inside the sound booth in our Performing Arts Center, learning the ins and outs of our state-of-the-art equipment including lighting, sound, and digital enhancements. High school technology production students master numerous industry certifications including Photoshop and Adobe Creative Suite as they design and assemble creative programs like our SHOWBILL for each performance.

As we continue to foster a community of responsible, well-rounded young adults, health education cannot be overlooked. Health Information Project (HIP) is a not-for-profit organization developed in South Florida to ensure that students are healthy – both physically and emotionally. As a HIP school, Miami Arts Studio has successfully implemented their health education curriculum for the past four years. Using the HIP curriculum, the traditional health classroom is transformed as students teach other students about nutrition and fitness as well as coping with anxiety and depression, or how to support a bullied classmate. Because peer to peer instruction is the best way to influence other teens, our juniors and seniors as HIP Peer Health educators, provide 9th graders research-based information on health issues such as vaping, alcohol and drug abuse, and mental and physical health. Feedback from our 9th grade students is positive as the students enjoy receiving the information from a fellow teen.

Many of our students are bilingual in English and Spanish which creates a unique opportunity to expand on our Foreign Language curriculum. As families continue to make bilingualism a priority in their homes,

many parents throughout grades 7-12 encourage their children to fine tune their second language skills creating a perfect setting for our Level 3 and 4 Spanish courses, as well as our Advanced Placement Spanish. Students interested in French, Chinese, Italian or Sign Language can take these courses through our Virtual Learning Lab where highly qualified language teachers interact with students virtually and in person.

Students at Miami Arts Studio take physical education in 6th, 7th, and 8th grade and are required to take an additional PE/personal fitness course in 9th grade. In our newly renovated PE area, students play basketball, volleyball, flag football, and participate in track and field. Middle school students can participate in after school teams including bowling, basketball, volleyball, flag football, track, soccer, and softball.

Shaping well-rounded, productive citizens for the future is a large part of what we do at Miami Arts Studio. Reaching students through arts, technology, language, and physical activity makes this process a more meaningful one.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Data is essential in the development of interventions and differentiated instruction. Instruction for students performing below proficiency is tailored throughout the year using various methods including results from state and district assessments, student's Individualized Educational Plan (IEP), classroom assessments, and progress reports. While state and district assessments measure student performance on reading and math standards, a student's IEP is also used to drive instructional strategies and accommodations for students with special needs. The process of identifying students performing below proficiency levels begins over the summer using results from the Florida Standards Assessment (FSA) as well as the Algebra 1 End-of-course Exam. Students in 6th through 10th grade scoring at a level 1 or 2 in the Reading FSA are automatically placed in an Intensive Reading course for the following year.

Students who have not passed the Algebra 1 End-of-course Exam, a graduation requirement, are required to participate in pull-out math tutoring given during the school day. For example, a 10th grade student requiring math tutoring will be pulled out of an elective course 3 times a week for 50 minutes each session. Within the tutoring sessions, students are grouped with like students to efficiently target specific standards. This process begins with identifying students in need of intervention, recruiting teachers for instruction, obtaining parental support, and developing a multi-tiered tutoring schedule. Our goal of providing support to these students requires buy-in from all involved. For that reason, the schedule is shared with all faculty and discussed at faculty meetings.

Finally, data chats, an essential practice mentioned throughout this application, are used throughout the year to identify and monitor students who have not sufficiently progressed. Results from mid-year assessments, for example, are shared with teachers and students in January of each year when results are used to develop and target interventions. At that time, teachers may decide to re-teach certain standards or adjust a lesson to increase mastery.

#### **3b. Students performing above grade level**

As previously mentioned, the ability to address all academic levels is key to our success at Miami Arts Studio. Advancement opportunities begin as early as 7th grade when eligible students take high school science, math, and foreign language courses. Currently, 180 out of 275 eighth grade students are enrolled in a high school course; some of whom complete their middle school years earning up to 6 high school credits. Continuing the advanced track into high school, 9th grade students begin their AP curriculum with AP World History, a college level course designed to not only develop a greater understanding of human societies but also expose students to college level coursework and higher order thinking. In 10th grade, advanced students may take AP Human Geography or AP Psychology; both exams having an average of 85% passing rate at our school. The Advanced Placement world bursts in 11th grade with AP English Language, AP US History, and typically an AP science course like AP Biology or AP Physics. For an

advanced senior at Miami Arts Studio, it is not unusual to see a schedule including AP English, AP Calculus, AP Chemistry, AP Government and another AP elective, making our seniors very competitive as they embark on the college application process. Another competitive edge seniors have at Miami Arts Studio is the opportunity to earn additional college credits through our in-house Dual Enrollment program as well as off campus Dual Enrollment, making them strong candidates for the universities of their choice.

It is well known that engaging students in challenging, college-level curricula, enhance their likelihood of postsecondary success. Tracking students early on using established data results as well as teacher recommendation is an important part of students' future success; establishing the groundwork for post-secondary education.

### **3c. Special education**

A successful special education program strives for inclusivity within the school setting. Miami Arts Studio is a model for inclusivity, embracing student differences while supporting their special needs. On any given day, you can see students with special needs thriving in the classroom and in their magnet strand. Glowing with independence and confidence, it is wonderful to see our student who is visually impaired on stage as he effortlessly plays the trumpet, or watching a student with autism perform on our vocal stage to packed audiences alongside other classmates. These are just a few examples of the high level of excellence and equity demonstrated at Miami Arts Studio.

Students with special needs are supported in the classroom as all 97 Special Education students are in a general education setting, spending the majority of their time with their NON-ESE peers. Supports are put in place through co-teaching, support facilitation, and consultative models as well as a one-to-one tutoring course facilitated by a special education teacher. Individualized Educational Plans for Special Education students are monitored and adjusted as needed. Monitoring adherence to Individualized Educational Plans is paramount to each student's success. Through consistent collaboration between our ESE Department and faculty, every effort is made to ensure our Special Education students receive appropriate accommodations including extended time for assignments and tests, text-to-speech, closed captioning, credit for oral participation, magnification, text to speech, flexible seating, and flexible scheduling to name a few. In addition to our 97 students receiving special education services via Individualized Educational Plans, we also have 102 students receiving accommodations through 504 Plans for reasons including: Speech or Health Impairment, Specific Learning Disabilities, Autism Spectrum Disorder, and Attention Deficit Hyperactivity Disorder. Our Special Education Department, comprised of 6 teachers, is a consistent force at Miami Arts Studio continuously supporting the needs of our special education students.

### **3d. ELLs, if a special program or intervention is offered**

Miami Arts Studio currently has 14 active ELL students. Students who are learning English as a second language are supported by our ELL certified reading teacher who provides ELL interventions and spearheads the collaborative process with teachers in supporting ELL students.

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Miami Arts Studio students participate in a multitude of motivational activities that help to engage students and provides them with a more meaningful school experience. Our school activities are not limited to the traditional prom, homecoming dance, class trips, honor roll breakfast, or class dances. Our Club Rush for example, is a time where students visit over 50 clubs, each set up at a designated table with informational material as well as student representatives. During this time there is a hub of activity as 6-12 grade students decide on an interest, community service, or academic club. Service is at the core of Miami Arts Studio as students are encouraged to serve their school and community. Our Community Service Fair brings together over 50 community agencies under one roof, including parks, animal services, and Miami Rescue Mission. Students can sign up on the spot and participate in the many yearly events offered. Our highly anticipated senior event, Senior Lock-In, begins with a team building and ropes course at Florida International University, located nearby. Students are placed in small groups and must work together to complete this "obstacle course" of sorts. That evening, seniors return to school for a sleepover culminating in a team-building activity the next day. This event certainly sets the stage for our seniors as they enter their final year of high school as a united group.

A huge part of the draw at Miami Arts Studio is the positive experiences students get through their magnet programs. Our Band Magnet, for example, traveled to New Orleans for a jazz festival where students not only performed on the streets of New Orleans but also participated in workshops given by local musicians. Our Coffee House Open Mic Nights, sponsored by our Vocal magnet, is another way students can socialize with peers and express their creativity singing songs of their choice.

As mental health continues to be at the forefront of our society, Miami Arts Studio hosted a Mental Health Fair on campus that offered resources and practices to relieve anxiety and manage stress. They had the opportunity to engage with emotional support pets and were given natural oil samples the help reduce stress and provide natural energy. Finally, we are very proud of our MAS talks. A concept derived from TED talks, MAS talks features a prominent member of the community who meets with students in a small-group setting and imparts life lessons and profound messages on community service and life after high school. Students often leave these MAS talks with a renewed sense of civic responsibility and are encouraged to see beyond the confines of the classroom.

### **2. Engaging Families and Community:**

Partnerships formed with parents, the community and other organizations positively impact Miami Arts Studio, which has established long-standing ties with local organizations and prominent members of the community such as University of Miami Frost MusicReach, Miami Heat, Miami Marlins, Miami Dolphins, Publix Supermarket, Miami Children's Theater, Florida Grand Opera, Actor's Playhouse, Adrienne Arsht Center, Miami City Ballet, and New World Symphony to name a few. These community partners provide experiences that enhance the cultural capital of our students as well as give them a foundation for the professional arts field such as; seeing live theater, ballet, musical and symphonic performances, and participating and performing for various community events, having in-person and virtual chat backs with performers, technicians, and legal professionals.

Our partnership with Florida International University provides opportunities for Dual Enrollment for our high school students, as well as master classes in our magnet strands whereby FIU professors come to the magnet classes to directly teach our students, and our students go to FIU to experience college level courses and classrooms. The school's parent teacher organization (PTO) and school-allied parent booster organizations help establish a collaboration with parents to help secure funding for our magnet programs, coordinate volunteer hours, and promote our program throughout the community. Local officials, school board members, and prominent business representatives have all visited Miami Arts Studio at the invitation of parents who endeavor to showcase the high caliber program our students experience here at MAS.

Our school advisory board, made up of 19 members, includes representatives in the areas of each of our magnet strands, a representative from the district magnet office, faculty from Florida International University, as well as a school board member. In addition, parents and the president of our parent teacher organization are also represented. The advisory board meets quarterly to discuss topics including school assessment data, graduation, awards, capital projects, and scholarship opportunities to name a few. As a school who engages all stakeholders, parents continue to be our biggest asset. Communication with parents is key as we leverage our in-house technology strengths and create an informative school web page offering parents up-to-date information on student activities and important dates. The administration's open-door policy, however, seems to be the key to maintaining our parent relationships. Parents are welcome to simply call and request to speak to an administrator or drop by for a face to face meeting.

### **3. Creating Professional Culture:**

Developing and maintaining a professional culture where teachers feel valued and supported requires a collective effort including administration and teachers alike. To address the need for a shared process, Miami Arts Studio embarked on a journey to address professional development for teachers and create a system where teachers felt included in their professional growth choices. Too many times, professional development (PD) activities fall short of expected outcomes and teachers become frustrated at the thought of spending time learning practices that simply do not apply to their classrooms. At Miami Arts Studio we created meaningful PD opportunities that not only empowered teachers but also built capacity within our school.

To support our teachers in fulfilling the PD requirements set forth by the school district, Miami Arts Studio administration developed a 3-step process for professional development. First, a survey was given to teachers asking for PD ideas that would support the needs of each teacher. Next, teachers with a desired area of expertise were recruited to develop and facilitate the PD activities. Finally, professional development classes were held at our own school site to eliminate the added stress of traveling to another location. This process led to the development and implementation of numerous PD activities including Analyzing Data, One Drive & Google classrooms, Supporting Socio-Emotional behavior, and Growth Mindset and Intrinsic Rewards. Feedback from these activities was overwhelmingly positive as the notion of "teachers teaching teachers" allowed us to capitalize on existing areas of expertise and give teachers the opportunity to connect with colleagues on a different level. Administrators witnessed magnet teachers collaborating with core subject teachers in an inclusive setting to achieve the common goal of impacting student achievement.

In addition to our in-house PD opportunities, magnet teachers at Miami Arts Studio participate in year-round professional development often attending and presenting for state and national conferences such as the Florida Music Education Association, Florida Association for Theater Education, Florida Dance Association, American String Teacher's Association, and American Choral Director's Association. These professional development opportunities and conferences help to ensure that each magnet teacher is up to date on best practices, able to provide high-level arts instruction, and collaborate with other arts educators from across the nation.

Balancing all facets of our school is truly a collaborative process. From developing a cohesive master schedule honoring all subject areas and magnet programs to developing meaningful PD opportunities, Miami Arts Studio is committed to creating a supportive culture of professionalism and meaningful personal growth.

### **4. School Leadership:**

Leadership styles can have very significant effects on the success of a school program and ultimately student achievement. The principal at Miami Arts Studio has proven that inclusion works. As such, an established leadership team meets once a month to ensure that all aspects of student life are represented and monitored including academics, mental wellness, facilities, activities, and school safety. As educational settings continue to evolve, it becomes more and more important to eliminate barriers to student achievement. These meetings allow us to address issues collectively and communicate openly. Miami Arts Studio's Leadership

Team is made up of three administrators, four department heads, magnet lead teacher, activities director, head custodian, head security, ESE Department head, Student Services Department Head, and the School Resource Officer; all members invested in the success of our students. In an atmosphere of mutual respect, excellence is expected from all school leaders and feedback is required at leadership meetings, thus; holding all leaders accountable for their areas. In a school where activities are abundant, activity calendars are shared with all teachers via a live school calendar and organized in such a way as to minimize the impact on student learning. The administrator in charge of activities monitors the calendar closely and adjusts when needed.

Strengthening our relationship with parents has been key to our success. The Principal's open-door policy allows for communication with all stakeholders and encourages buy-in as parents feel that they are being heard. As an active, hands-on leader, the Principal is easily accessible and often you can see parents and students alike waiting to speak directly to him. A strong Parent Teacher Organization supports the school's goal by providing resources for students in need. This year, PTO provided private transportation for 3 students living 15 miles away from school. Eliminating this barrier opened the way for these students to have a successful year.

Consistent monitoring of programs through data chats, are held with the principal, assistantPrincipal in charge of curriculum and teachers throughout the school year. Administrators visit department meetings at least once a month to not only observe but also address any lingering concerns. Administrative walk-throughs take place throughout the year to ensure that pacing guides are being followed. Finally, flipped faculty meetings, held once a month, are efficient and productive with a standing agenda covering topics like attendance, school safety measures, and testing protocols, also allowing time for a Q & A session.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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When choosing one practice that has been instrumental in the success of Miami Arts Studio, the word collaboration comes to mind. Running a school like Miami Arts Studio really does take a village. The balance of an academically challenging school with a focus on the performing arts requires a massive collaborative effort. All stakeholders on the same boat and all rowing in the same direction is the perfect way to describe our process. From parents to students to administration to community partners, all components are important for a successful school.

As a performing arts magnet school, love of the arts drives students as they succeed in other areas as well. Producing powerhouse students who are committed to service, excel in their magnet strand and excel academically is not an easy task; all of this while keeping in mind students' emotional, personal/social, academic, college and career needs. This could not happen if it were not for the hard work of many individuals, all dedicated to our school and what it represents.

Collaboration at Miami Arts Studio can be seen daily as all parties make an effort to work together. During competition/performance season for example, when students spend many hours rehearsing or participating in out-of-county field trips, core teachers support students by offering opportunities to make up missed work, provide flexible scheduling for exams, or record lessons to be watched at a later date. Conversely, during testing season, magnet teachers make testing a priority and use flexibility when rehearsing with their students. Once again, balancing the needs of all stakeholders requires flexibility and an understanding of the commitment required to maintain a high level of excellence in both academic and magnet areas.

As mental health continues to be at the forefront of our society, keeping stress levels in check is also part of this balance. Students with busy schedules can quickly become overwhelmed and anxious leading to other socio-emotional problems. During difficult times, we rely on our counseling staff to intervene and provide a safe place for stressed out students to speak freely and relax. Stress-free activities like pep rallies, dances, yoga classes, and so many more keep students engaged and offer an avenue for students to be in school without the stress of competition.

As a final point, prioritizing student success, student safety, and mental health while preparing students for the future can seem like a daunting task. At Miami Arts Studio, we are dedicated to this task and celebrate the magic of learning as we nurture a society of thinkers, artists, and global citizens who are knowledgeable, compassionate, and confident.