

Miami-Dade County Public Schools

# North Miami Senior High School



2015-16 School Improvement Plan

## North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

<http://nmhs2.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	Yes	89%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	99%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	B	A	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

North Miami Senior High School's mission is to ensure that all of our students reach their full potential by providing an integrated and challenging curriculum that will help our students succeed in industry, vocations, and post-secondary education. NMSHS will provide the opportunity for all students, in small learning communities, to receive a high quality, international education that will equip them to compete in our ever-changing, high tech, global society.

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

North Miami Senior High School's vision is to provide educational excellence for all students. Our students will be successful, not only in their future academic endeavors, but more importantly, as well-rounded individuals. They will know that it is more effective to work for the benefit of the whole, and not the parts. They will understand each other's individuality and contribute to each other's successes. Furthermore, they will understand the impact of their decisions and they will take responsibility for those decisions. Students will value each other by treating their peers with fairness and equity, communicating openness, trust and respect. Through these beliefs, they will be empowered to reach their potential.

#### School Environment

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

Diverse cultures, languages, and backgrounds of all students are respected and opportunities for students to learn from each other are provided. All students (including those acquiring English language skills) have equal access to all curriculum and to activities that focus on higher order thinking. Appropriate interventions are made available. Translation opportunities are available for parents and communications are routinely translated into multiple languages.

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

School District employees conduct opening of school and routine visits that are meant to ensure that North Miami is maintaining an environment that is clean and safe for its faculty, staff, and students. Miami-Dade County School Maintenance Operations is responsible for all aspects of preventive, routine, and emergency maintenance services.

Each member of the School-Based Critical Incident Response Team has been assigned and trained to perform specific duties during a time of crisis. The Critical Response Team creates and revises safety procedures regularly and has detailed lockdown procedures for various threat levels. The school complies with all local, State, and Federal regulations.

All teachers are committed to a shared set of behavioral expectations and routines that reflect the school-wide

goals for safety and orderliness; students are aware of and have had input into the shared expectations. Adults and students consistently intervene when they observe inappropriate behavior, such as bullying or harassment.



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

All teachers have shared behavioral expectations and routines that reflect the school-wide goals for safety and orderliness. These are consistently enforced across classrooms. Minimal instructional time is spent on discipline.

Staff members' efforts at maintaining a safe and orderly classroom environment are supported and reinforced by the school administration

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

A suitable variety of social and support services is made available through the school and partnering agencies and organizations within the community. The availability of services is communicated to staff members, students, and stakeholders. Teachers and staff members make referrals as appropriate. Stakeholder surveys indicate satisfaction with access to and quality of services provided.

**Early Warning Systems**

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	101	78	74	93	346
One or more suspensions	65	54	18	5	142
Course failure in ELA or Math	197	131	59	30	417
Level 1 on statewide assessment	234	184	0	0	418

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	193	199	163	22	577

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

To reduce the frequency of In-School and Out-of-School suspensions, North Miami Senior High School will utilize the Student Code of Conduct by providing incentives for compliance using the research based approach of Positive Behavior Support (PBS) and SPOT Success Recognition Program. Furthermore, the school's guidance counselor and the community involvement specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building and understanding of the student code of conduct.

To reduce the dropout rate, the school's Guidance Counselor, PBS Coach, Graduation Coach, and

the community involvement specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building and understanding of the student code of conduct. Students will also be referred to the Educational Alternative Outreach Program.

## Family and Community Involvement

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

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

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

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

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188270>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

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

Formal channels of communication with stakeholders are in place and operating successfully and efficiently. The North Miami Senior High School's website provides resources and information to students, parents, teachers, faculty, staff and the community. NMSHS conducts a School Climate Survey in which stakeholders are encouraged to provide feedback about the school and make specific suggestions for school improvement. The administrative team shares the NMSHS Report Card grade results, the School Accountability Report, and the School Improvement Plan (SIP) with parents and the community through the school's website and publications.

Information is also disseminated through Town Hall meetings that are held at various locations in the community, parent meetings, and through monthly Educational Excellence School Advisory (EESAC) meeting minutes that are posted, allowing for an effective sharing of resources in support of students' interests and aptitudes.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Branton, Daryl	Principal
Armand, Kharim	Assistant Principal
Garbutt, Ursula	Assistant Principal
Ruiz, Elvira	Assistant Principal
Loubeau, Diana	Assistant Principal
Osorio, Roniel	Assistant Principal

## Duties

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

Principal: Provides a common vision for the use of data based decision-making, ensures school-based team

is implementing RTI, assesses RTI skills of school staff, ensures implementation of intervention support and

documentation ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Vice-Principal: Directs the execution of the Principal's vision for the use of data based decision-making,

ensures school-based team is implementing RTI, assesses RTI skills of school staff, ensures implementation

of intervention support and documentation, ensures adequate professional development to support RTI

implementation, and communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers: Provide information about core instruction,

participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to

implement Tier 2 interventions, and integrate Tier 1 materials/.instruction with Tier 2/3 activities.

Select Students with Disabilities (SWD) Teachers: Participate in student data collection, integrate core

instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers

through such activities as co-teaching.

Special Teachers of English Language Learners (ELL) Teachers: Participate in student data collection,

integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education

teachers through such activities as co-teaching.

Instructional Coaches in the Areas of Mathematics, Reading, Science, and Writing: Develop, lead, and

evaluate school core content standards/programs; identify and analyze existing literature on scientifically

based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student

need while working with District personnel to identify appropriate, evidence-based intervention strategies;

assist with whole school screening programs, provide early intervening services for students to be

considered "at risk;" assist in the design and implementation for progress monitoring, data collection

analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of

intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data

analysis,

intervention planning, and program evaluation; facilitates data based decision-making activities.

Technology Specialist: Develops or brokers technology solutions necessary to manage and display data;

provides professional development and technical support to teachers and staff regarding data management

and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and

instruction, as a basis for appropriate program design; assists in the selection of screening measures; and

helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to

assessment and intervention with individual students. In addition to providing interventions, school social

workers continue to link child serving and community agencies to the schools and families to support the

child's academic, emotional, behavioral, and social success.

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

NMSHS's RTI Leadership Team focuses their efforts on the development and maintenance of a problem

solving system to bring out the best in every member of NMSHS's learning community. NMSHS's RTI Leadership Team meets bi-monthly to engage in the following activities: (1) review universal screening data

and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for

not meeting benchmarks. Based on their analyses NMSHS's, RTI Leadership Team identifies professional

development and resources and deploys them in order to address all areas of need. The RTI Leadership

Team also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the

processes of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Title I support services are provided at NMSHS to ensure all students requiring additional remediation are assisted through after/during/before-school programs, Saturday Academy, and any other intervention program as needed. NMSHS will coordinate with the District Title I office in ensuring staff development needs are adequately addressed. Support services are provided to all students assigned to NMSHS. NMSHS's Response to Instruction/Intervention (RtI) leadership team will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The RtI leadership team will also identify systematic patterns of

student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs provide intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components are integrated into NMSHS's schoolwide program include an extensive Parental Program; Saturday Academy; and special support services to special needs populations such as homeless, migrant, and

neglected and delinquent youths through our student services department.

#### Title I, Part C- Migrant

NMSHS will provide services and support to migrant students and parents as needed. Should the need arise, NMSHS will enlist the assistance of the District Migrant liaison in order to further coordinate with Title I and other programs in order to make sure adequate services are rendered in order to ensure the unique needs of all migrant students are met.

#### Title I, Part D

NMSHS will provide services and support to students and parents in need of educational alternative outreach services. Should the need arise, NMSHS will enlist the assistance of the District Drop-out Prevention office in order to further coordinate with Title I, Part D and other programs. Every effort will be made to accurately identify all at-risk students, assess at-risk student needs, design and provide individualized services, and evaluate if the unique needs of the at-risk student are met.

#### Title II

Through the assistance of the District, NMSHS uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program, (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL, (3) training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, and (4) Individual Lesson Study Group (ILSG) implementation and protocols.

#### Title III

Title III funds are used at NMSHS to supplement and enhance the programs for English Language Learners (ELL) and other immigrant students by providing funds to implement and/or provide: (1) tutorial programs, (2) parent outreach activities, (3) professional development on best practices for ELL students and content area teachers, (4) coaching and mentoring for developmental language and content area teachers of ELL students, (5) ELL student participation in the citizenship mentoring/acculturation program provided by the Close Up for New Americans Program, (5) Reading and supplementary instructional materials, and (6) hardware and software for the development of language and literacy skills in mathematics, reading, science, and writing will be used by ELL students.

#### Title X- Homeless

NMSHS will enlist the assistance of the District Homeless Social Worker as needed in order to secure resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) NMSHS receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

NMSHS offers a non-violence and anti-drug program to our students by the Police Athletic League (PAL); this program incorporates field trips, community service, and counseling as needed.

#### Nutrition Programs

NMSHS adheres to and implements the nutrition requirements stated in the District's Wellness Policy. Nutrition education, as per state statute, is taught through physical education at NMSHS. The School Food Service Program at NMSHS, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

NMSHS seeks to ensure a successful educational experience for all registered homeless children by collaborating with parents, schools, and the community at large as required by the Homeless Assistance Program. Through the assistance of Project Upstart, Homeless Children & Youth Program NMSHS assists with the appropriate identification, enrollment, attendance, and transportation of homeless students to and from NMSHS. The school registrar fully adheres to the District's policy on the enrollment of homeless students. Moreover, school counselors also adhere to the McKinney Vento Homeless Assistance Act by

ensuring all registered homeless children and youth are not stigmatized or separated, segregated, or isolated because of their status as homeless, and they assure all registered homeless children are

provided with all of the entitlements necessary so they are able to access a free and appropriate education. Lastly, through the assistance of Project Upstart, NMSHS supports a homeless sensitivity and awareness campaign throughout the school.

Head Start

Not applicable

Adult Education

High school completion courses are available to all eligible students in the evening through the North Miami Senior High School Community School program and based on recommendation. Courses can be taken for credit recovery, promotion, remediation, and/or grade forgiveness purposes.

Career and Technical Education

By promoting career pathways and career and technical education programs of study at NMSHS through our wall-to-wall academy conversion effort, students will become vocational program completers. The intent of career and technical course offering is to help students develop a better understanding and appreciation of all postsecondary opportunities available within and beyond NMSHS. Within the Small Learning Communities (SLC) context, students will acquire the skills necessary to take advantage of the provided career and technical opportunities beyond the school walls. Articulation agreements supported through our educational offerings will enable our students to earn college and postsecondary technical credits while in high school. Our aim, therefore, is to provide more opportunities for our students to complete two and four-year postsecondary degrees upon graduation from NMSHS. Through our expansive career and technical education, course offerings we aim to have our students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary pursuits strengthens the integration of academic and career technical components and a coherent sequence of courses at NMSHS.

Job Training

Partnerships with community based public and private (for-profit and not-for-profit) entities will provide students at NMSHS with job skills based programs allowing students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. During the 2010-11 academic year, NMSHS will offer the following job skills based programs in order to further develop student employability skills: Cooperative Diversified Education (CDE), Diversified Career Technology for the Handicapped (DCT-H), Career Experience Opportunity Program (CEO), Project Victory, Internships for Trainable Mentally Handicapped students at the Veterans Medical Center, an MDCPS Job Coach, National Academy Foundation, and Florida Workforce Development.

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Daryl Branton	Principal
Kathy Hudson	Teacher
Robert Baglos	Teacher
Maurice Soriano	Teacher
Lauren Zelniker	Teacher
Jeanette Woods	Teacher
Andrea Shepard	Teacher
Audrey Golaub	Teacher
Kendra Hall	Education Support Employee
Nicole Haniff	Parent
Felix Vasquez	Parent
Christine Pierre	Parent
Marie Augustin	Student
Leilah Rendel	Student
Kerstin Espinoza	Business/Community
Norissa Glickman	Business/Community
Keith Hall	Business/Community
Tarlesha Smith	Parent
Shewana Sanders	Education Support Employee
	Student

### Duties

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

*Evaluation of last year's school improvement plan*

On May 6, 2015, copies of the 2014-2015 End of Year (EOY) SIP Review and Planning document were presented to EESAC for review. The document summarized the reflections/rationale by our faculty towards the MID YEAR performance statistics as they relate to meeting the Annual Measurement Objectives (AMO) in the areas of Reading, Algebra, Geometry, Biology, and Writing. The EESAC reviewed this document and offered no changes.

*Development of this school improvement plan*

In order to be involved in the development of this school improvement plan, the EESAC will:

- ? Schedule and conduct meetings on a regular basis;
- ? Review all applicable student performance data;
- ? Determine the students' needs and prioritize them;
- ? Recommend strategies to improve areas of need;
- ? Decide how to measure results;
- ? Assist in the preparation and evaluation of the School Improvement Plan;
- ? Meet all District and State timelines; and
- ? Document data analysis and SIP reviews in the EESAC minutes.

The EESAC will have the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC will receive regular reports on the implementation of

the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

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

The EESAC board members were presented with the school's annual budget and plan and were afforded an opportunity to provide recommendations for the allocation of funds.

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

The school improvement funds in the amount of \$12,862.00 is projected to be used in the following manner:

- School-wide Literacy Initiative -- \$2,465.75
- Positive Behavior Support Incentives -- \$1,232.88
- Academic Recognition -- \$1,232.88
- Academic Academy Recognition -- \$2,465.75
- Support of school clubs/organizations -- \$2,465.75

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**



Name	Title
Branton, Daryl	Principal
Garbutt, Ursula	Assistant Principal
Ruiz, Elvira	Assistant Principal
Armand, Kharim	Assistant Principal
Loubeau, Diana	Assistant Principal
Osorio, Roniel	Assistant Principal
Glueck, Mary	Instructional Coach
Rush-Lissade, Tiya	Instructional Coach
Kifle, Welansa	Instructional Coach
Laforest, Joseph	Psychologist
Chester, Karen	Teacher, K-12
Coomansingh Coard, Kim	Teacher, K-12
Francois, Marie	Teacher, ESE
Franks, Andre	Teacher, Career/Technical
Golaub, Audrey	Teacher, K-12
Gregory, Kenneth	Teacher, Career/Technical
Kelly, Karen	Instructional Coach
Lewis, Brenda	Teacher, K-12
Litman, Kenneth	Teacher, Career/Technical
Marzouka, Josiane	Teacher, K-12
Jurrist, Lawrence	Teacher, K-12
Subias Porro, Martha	Guidance Counselor
Quineos, Conswella	Teacher, ESE
Vincent, Vanessa	Teacher, K-12

## Duties

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

LITERACY STRATEGIES: Fifty percent or more of the teachers at NMSHS will model and use grade level appropriate Literacy Strategies in daily instruction. Literacy strategies will be embedded in teacher's instruction as a means to enhance students reading, writing, speaking and listening skills. Focusing on literacy will reinforce its importance and will drive the school-wide commitment to student improvement in these critical college-ready skills. Additionally, the LLT will focus on the "Word of the Week" initiative supported by City Year and on increasing library circulation through the implementation of Accelerated Reader program including incentive for the number of books read. Furthermore, students will be provided Positive Behavior Support (PBS) points for "Get caught reading" initiative.

## Public and Collaborative Teaching

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

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

Teachers share best practices, design collaborative research lessons, analyze and discuss student work and assessment data, provide explicit, corrective feedback on student work products and create differentiated lessons during common planning. A structured framework is used during common planning that allows these highly qualified instructors to collaborate, challenge one another and plan with the highest of expectations for themselves and their students.

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

Content level common planning is built into the master schedule in order to provide teachers with the opportunity to develop effective instructional strategies, evaluate student work, share best practices and engage in lesson studies.

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

Mentees are paired with veteran teachers who's students have shown improvement in reading, math and/or science as evidenced in achieving learning gains and/or by scoring at high performance levels on the ELA-FSAs/or EOCs.

The mentor and mentee will meet at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor will be given release time to observe the mentee and to provide support in the form of feedback, coaching and planning sessions.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

North Miami Senior High School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Furthermore, to ensure that core instructional programs and materials are aligned to the Florida Standards, school administrators, instructional coaches, department chairpersons and region support personnel work as a cohesive unit to guide the process of differentiated professional development, lesson planning, Lesson Study Research Groups, instructional delivery and data analysis. An instructional focus calendar and pacing guides are developed after analysis of data and systematically implemented as reflected in the teachers' common board configuration, lesson plans and student folders. The common board configuration in every classroom allows instructional coaches, administrators, and all visitors a conspicuous visual of the instructional framework, daily agenda and benchmark focus. Frequent assessments helps administrators and teachers make good decisions and take the right actions to improve student learning. After standards have been taught, benchmark assessments are administered to identify mastery and non-mastery students.

#### **Instructional Strategies**

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

The Literacy Leadership Team (LLT) focuses their efforts on the development and maintenance of a problem solving system to bring out the best in every member of NMSHS's learning community. The LLT meets once a month to engage in the following activities: (1) review of universal screening data and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on their analyses the LLT identifies professional development and resources and deploys them in order to address all areas of need. The LLT also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the processes of building consensus, increasing infrastructure, and making decisions about implementation.

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

**Strategy:** After School Program

**Minutes added to school year:** 10,800

Data from FAIR is analyzed to group students based on reading fluency, vocabulary and comprehension. Instructional materials are selected based on District Intervention plan to provide instruction to small groups of students. After school sessions are 60 minutes each. Additional Sessions are provided for ESOL students with specialized strategies. Saturday school will be offered in collaboration with adult education. City Year provided afterschool tutoring M-F to support all students in homework completion. The reading Scene from FIU is available every Monday night to provide additional support in reading.

#### **Strategy Rationale**

An increase in student reading fluency, vocabulary and comprehension will lead to increase student achievement.

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

- Core Academic Instruction

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

Armand, Kharim, karmand@dadeschools.net

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

FAIR data is analyzed to group students based on reading fluency, vocabulary and comprehension.

### **Student Transition and Readiness**

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

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

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive

discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

## College and Career Readiness

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

Every year, after the administration of standardized assessments, students and parents participate in an academy fair. Our annual academy fair exposes all members of our learning community to next year's curricular offerings. The aim is to inform all students' of the school's academies and course offerings so all students can make a free and informed choice of the academy they wish to participate in for the forthcoming academic year. Prior to the academy fair, lead teachers engage in an academy promotion effort and marketing blitz. NMSHS's academy marketing campaign aims to engage the community at large about the school's curricular offerings. After the course selection fair, students meet one-on-one with their counselors and academy Lead Teachers to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parental signatures. The major area of interest through the selection of an academy curriculum is entered in the ePersonal Education Planner (ePEP) on the FLDOE web site. A student can track their progression to accomplishing the selected course of study through the ePEP.

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

NMSHS offers students elective courses supportive of our academy conversion effort in the areas of engineering, business, museum studies, health science, international studies, and the humanities. Many of

these courses of study will focus on job skills and offer students internships and other culminating activities.

A daily focus of the school is for teachers to ensure instruction remains relevant with real world exercises

built into all curriculum areas. Teachers are also provided reading materials, writing prompts, and "bell

ringer" activities based on current events in order to further increase class rigor and relevance and to increase student awareness of global issues while increasing literacy.

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

Through the assistance of NMSHS's administrative team and the student services department, teachers

implement lessons, and instructional methodologies that focus on improving the personal effectiveness,

planning for life after high school, surviving after high school and succeeding in post-secondary academic

institutions. In order to disseminate this information, the District designed the Tools for Success curriculum.

This postsecondary transition program consists of lesson plans and activities developed to address issues and

competencies influencing student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness that support student success.

Furthermore, all eleventh grade students are enrolled in a Critical Thinking class with focused instruction in

PERT/ACT preparation and the College Summit curriculum. Similarly, twelfth grade students are enrolled in

Critical Thinking with focused instruction in SAT preparation and the College Summit curriculum. Postsecondary transitional planning occurs at NMSHS primarily through consultation with our students' guidance counselors. Several parent information nights are held throughout the academic year in order to educate parents about post-secondary options, as well. Exceptional students in pursuit of a special diploma take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of all graduating disabled students. ASVAB and PERT testing will be conducted; college site visits, job shadowing and other academic and career planning activities take place across the school in order to support our Postsecondary transition plan. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for postsecondary educational options.

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

Every year, after the administration of standardized assessments, students and parents participate in an academy fair. Our annual academy fair exposes all members of our learning community to next year's curricular offerings. The aim is to inform all students' of the school's academies and course offerings so all students can make a free and informed choice of the academy they wish to participate in for the forthcoming academic year. Prior to the academy fair, lead teachers engage in an academy promotion effort and marketing blitz. NMSHS's academy marketing campaign aims to engage the community at large about the school's curricular offerings. After the course selection fair, students meet one-on-one with their counselors and academy Lead Teachers to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parental signatures. The major area of interest through the selection of an academy curriculum is entered in the ePersonal Education Planner (ePEP) on the FLDOE web site. A student can track their progression to accomplishing the selected course of study through the ePEP.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** CORE INSTRUCTION North Miami Senior High School will plan for and deliver instruction that is based on standards and/or specific course benchmarks so that we can increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. CORE INSTRUCTION** North Miami Senior High School will plan for and deliver instruction that is based on standards and/or specific course benchmarks so that we can increase student achievement by improving core instruction in all content areas. 1a

G070595

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	8.0
FSA Mathematics - Achievement	24.0
Bio I EOC Pass	61.0

**Resources Available to Support the Goal** 2

- Item Specifications; Standard Planning Cards; Learning Targets; District Pacing Guides; District website; Unpacking the Standard Protocol through Common Planning; Promethean Boards; HP Tablets; Core Textbooks; After-school Tutoring; Saturday Tutoring; Instructional Coaches; Curriculum Support Specialist; Instructional Supervisor

**Targeted Barriers to Achieving the Goal** 3

- There is lack of evidence of strategic planning with a focus on delivery of instruction to maximize student engagement.

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

Students performance on Unit Assessments, Interim Assessments

**Person Responsible**

Daryl Branton

**Schedule**

Monthly, from 9/15/2015 to 5/27/2016

**Evidence of Completion**

There will be an increased number of students achieving proficiency rating on performance assessments.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** CORE INSTRUCTION North Miami Senior High School will plan for and deliver instruction that is based on standards and/or specific course benchmarks so that we can increase student achievement by improving core instruction in all content areas. **1**

 G070595

**G1.B1** There is lack of evidence of strategic planning with a focus on delivery of instruction to maximize student engagement. **2**

 B183949

**G1.B1.S1** Utilize effective collaborative planning to incorporate active learning strategies that will increase the instances of student accountability and the demonstration of concepts learned. **4**

 S195543

### Strategy Rationale

An increase in student engagement and discourse will result in an increase in student achievement.

### Action Step 1 **5**

Implement peer observations that allow the teachers to assess the levels of student engagement across departments.

#### Person Responsible

Elvira Ruiz

#### Schedule

Biweekly, from 9/15/2015 to 1/22/2016

#### Evidence of Completion

Peer observation schedule; Observation notes and feedback



## Action Step 2 5

Develop a lesson study protocol by subject area that incorporates the targeted learning strategy that increase the level in which students demonstrate knowledge.

### **Person Responsible**

Ursula Garbutt

### **Schedule**

Weekly, from 9/15/2015 to 1/22/2016

### **Evidence of Completion**

Lesson Study; Lesson Plans; Sign-in Sheet; Instructional Delivery; Student work; Focused Walk-Throughs

## Action Step 3 5

Identify "observational" teachers to model demonstration lesson of in class implementation of the active learning strategies in response to planned higher-order thinking questions.

### **Person Responsible**

Kharim Armand

### **Schedule**

Monthly, from 9/15/2015 to 1/22/2016

### **Evidence of Completion**

Lesson Plans; Note-taking/Note-making; Notes and Accountable Talk Resources; Instructional Delivery; Student work; Focused Walk-Throughs

## Action Step 4 5

Reflect and revise the active learning strategies to allow for a variety of modes of response during instruction. (i.e. Think-Write-Pair-Share; student discourse; justifications)

### **Person Responsible**

Diana Loubeau

### **Schedule**

Quarterly, from 11/2/2015 to 1/22/2016

### **Evidence of Completion**

Lesson Plans; Note-taking/Note-making; Notes and Accountable Talk Resources; Instructional Delivery; Student work; Focused Walk-Throughs

**Action Step 5** 5

Provide support to the teachers in the implementation of the active learning strategies through peer mentoring and coaching.

**Person Responsible**

Roniel Osorio

**Schedule**

Monthly, from 9/15/2015 to 1/22/2016

**Evidence of Completion**

Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes

**Action Step 6** 5

Monitor the implementation of the lesson study and peer mentoring that supports student engagement.

**Person Responsible**

Daryl Branton

**Schedule**

Biweekly, from 9/15/2015 to 1/22/2016

**Evidence of Completion**

Lesson Plans; Note-taking/Note-making; Instructional Delivery; Student work; Focused Walk-Throughs

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

Monitor that teachers are promoting student accountable talk by incorporating active learning strategies in daily instruction.

**Person Responsible**

Daryl Branton

**Schedule**

Weekly, from 9/15/2015 to 1/22/2016

**Evidence of Completion**

Focused Walk-Throughs; Lesson Plans; Coach's Log

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

Evaluate student work and assessments to monitor student progress and revise teaching strategies to allow for a variety of modes of student response during instruction.

**Person Responsible**

Daryl Branton

**Schedule**

Weekly, from 9/15/2015 to 1/22/2016

**Evidence of Completion**

Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Implement peer observations that allow the teachers to assess the levels of student engagement across departments.	Ruiz, Elvira	9/15/2015	Peer observation schedule; Observation notes and feedback	1/22/2016 biweekly
G1.B1.S1.A2	Develop a lesson study protocol by subject area that incorporates the targeted learning strategy that increase the level in which students demonstrate knowledge.	Garbutt, Ursula	9/15/2015	Lesson Study; Lesson Plans; Sign-in Sheet; Instructional Delivery; Student work; Focused Walk-Throughs	1/22/2016 weekly
G1.B1.S1.A3	Identify "observational" teachers to model demonstration lesson of in class implementation of the active learning strategies in response to planned higher-order thinking questions.	Armand, Kharim	9/15/2015	Lesson Plans; Note-taking/Note-making; Notes and Accountable Talk Resources; Instructional Delivery; Student work; Focused Walk-Throughs	1/22/2016 monthly
G1.B1.S1.A4	Reflect and revise the active learning strategies to allow for a variety of modes of response during instruction. (i.e. Think-Write-Pair-Share; student discourse; justifications)	Loubeau, Diana	11/2/2015	Lesson Plans; Note-taking/Note-making; Notes and Accountable Talk Resources; Instructional Delivery; Student work; Focused Walk-Throughs	1/22/2016 quarterly
G1.B1.S1.A5	Provide support to the teachers in the implementation of the active learning strategies through peer mentoring and coaching.	Osorio, Roniel	9/15/2015	Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes	1/22/2016 monthly
G1.B1.S1.A6	Monitor the implementation of the lesson study and peer mentoring that supports student engagement.	Branton, Daryl	9/15/2015	Lesson Plans; Note-taking/Note-making; Instructional Delivery; Student work; Focused Walk-Throughs	1/22/2016 biweekly
G1.MA1	Students performance on Unit Assessments, Interim Assessments	Branton, Daryl	9/15/2015	There will be an increased number of students achieving proficiency rating on performance assessments.	5/27/2016 monthly
G1.B1.S1.MA1	Evaluate student work and assessments to monitor student progress and revise teaching strategies to allow for a variety of modes of student response during instruction.	Branton, Daryl	9/15/2015	Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes	1/22/2016 weekly
G1.B1.S1.MA1	Monitor that teachers are promoting student accountable talk by	Branton, Daryl	9/15/2015	Focused Walk-Throughs; Lesson Plans; Coach's Log	1/22/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	incorporating active learning strategies in daily instruction.				

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Implement peer observations that allow the teachers to assess the levels of student engagement across departments.</b>				<b>\$9,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$9,500.00
<i>Notes: Notes</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Develop a lesson study protocol by subject area that incorporates the targeted learning strategy that increase the level in which students demonstrate knowledge.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Identify "observational" teachers to model demonstration lesson of in class implementation of the active learning strategies in response to planned higher-order thinking questions.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Reflect and revise the active learning strategies to allow for a variety of modes of response during instruction. (i.e. Think-Write-Pair-Share; student discourse; justifications)</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>Provide support to the teachers in the implementation of the active learning strategies through peer mentoring and coaching.</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B1.S1.A6</b>	<b>Monitor the implementation of the lesson study and peer mentoring that supports student engagement.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$9,500.00</b>