

Miami-Dade County Public Schools

North Miami Beach Senior High



2016-17 Schoolwide Improvement Plan

North Miami Beach Senior High

1247 NE 167TH ST, North Miami Beach, FL 33162

<http://nmbchargers.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	48

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Miami Beach Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

North Miami Beach Senior High School's mission is to create a safe and effective learning environment in which all students experience academic, social, and career-related success in becoming lifelong learners in our ever-changing technological and global society.

b. Provide the school's vision statement.

North Miami Beach Senior High School's mission is to create a safe and effective learning environment in which all students experience academic, social, and career-related success in becoming lifelong learners in our ever-changing technological and global society.

Academic excellence is our primary goal. The curriculum offerings are based on graduation requirements, student requests, faculty interests, and faculty certification and compliance. Core classes are offered at many competency levels. Student placement in these levels is determined by teacher recommendation, past performance, standardized test results, and student and parent request. North Miami Beach Senior High School has a vast number of academies. The purpose of these academies is to allow students to have a more focused education and gives each student the chance to experience hands-on learning techniques used in a field of their choice. When students can choose a career path and start focusing on background information in that field, students enjoy school and are given the tools to be successful in life.

2. School Environment

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

North Miami Beach Senior High School is a multicultural and diverse institution that maintains positive relationships between teachers and students. In addition to students who were born in the United States, the school is well aware that most of its students come from different nationalities. Therefore, the faculty and staff are well equipped to serve the community. North Miami Beach Senior High School creates a partnership between teachers and parents so that they can maximize student learning by hosting various events throughout the school year such as: open house, PTSA (Parent, Teacher, Student Association) meetings, grade level meetings, daily parent-teacher conferences, CIS (Community Involvement Specialist), parent academy meetings, EESAC meetings etc. In addition, the school has an open door policy in which parents or guardians are welcomed to obtain information throughout the school year. The school makes every effort necessary to provide all information to parents in their native languages (English, Spanish and Haitian-Creole) including the use of the CONNECT ED, which is an application that disseminates information via the telephone system to keep parents, students and school staff up-dated on all school related information.

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

At North Miami Beach Senior High, we understand that every student deserves a stellar education in a safe environment which is conducive to learning. All staff members ensure that every student is treated with respect and makes him/her feel safe. The following are programs which are offered to students:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
- Training and technical assistance for the students, teachers, administrators, counselors is also a component of this program.
- School Police and Security Guards: Secure, patrol and monitor the hallways to ensure that safety is in place at all time in the school premises.
- Guidance Counselors: Implement programs and intervene with attendance problems, work with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.

c. 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.

- The school implements the district-wide Values Matters initiative and conduct various team building activities to increase unity and knowledge of the “Code of Student Conduct” amongst faculty and staff to provide consistency in the application of the established school discipline procedures and progressive discipline plan following the Student Code of Conduct as well as use of options for minor incidents such as peer mediation, counseling, success center referrals, etc.
- Students who display Level III – Level IV behaviors as described in the District’s Code of Student Conduct are recommended to the alternative to outdoor suspension program to assist students in addressing the root cause of the displayed behavioral issue while the students who display I and II behaviors are referred to their respective counselors and SCSI, school center for special instructions.

d. 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.

North Miami Beach Senior High School takes into account the social and emotional needs of all its students. The following are individuals who provide assistance in particular areas to ensure that the students' social-emotional needs are met:

- Doctor Stacy Davids, School Psychologist: Provides data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, works drug and alcohol prevention programs, provides support school violence prevention programs, protective behaviors programs and academic improvement programs.
- Vanessa Armand, Guidance Counselor: Implements programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.
- Marjorie Prophete, School Social Worker : Provides social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well being of families and the academic functioning of children.
- Stephanie Henry, Community Involvement Specialist: Participates in data-based decision making, liaison for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided.

3. Early Warning Systems

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

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

The North Miami Beach Senior high School's early warning system:

- Missing 10 or more days of instructional time (excused/unexcused) of school during a quarter in 9th grade
- Being referred to the alternate to outdoor suspension/success center or placed in the School Center for Special Instruction (SCSI) on three or more instances for a total of 10 days
- Accumulating 10 or more tardies during the first marking period
- Failing English, or math, or both during 9th grade year
- Earn a 2.00 or lower Grade point average (GPA) on a 4- points scale
- Score level I in FCAT Reading or Math or both during 9 and 10 grades.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	65	61	68	256	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	55	46	39	154	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	355	5	212	176	748	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	155	38	125	78	396	

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

- Teachers will effectively monitor attendance weekly and submit at risk students to the assigned counselors.
- People Responsible: Teachers, Grade Book Manager, Counselors, Community Involvement Specialist.
- Target Dates or Schedule: Biweekly
- Evidence of Completion: Completed Data, attendance data chats
- Facilitator: School Administration, Student Services and Community Involvement Specialist (CIS).

Plan to monitor the implementation with fidelity

- Parents will actively participate in workshops to assist with ways to increase attendance and academics
- Person or People Responsible: Community Involvement Specialist and Graduation Coach
- Target Dates or Schedule: Quarterly
- Evidence of Completion: Review sign in sheets/logs to determine the number of parents attending.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315960>.

2. Description

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

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

The process that North Miami Beach Sr. High School uses to build and sustain partnerships include maintaining a lasting relationship with the North Miami Beach and Aventura Marketing Councils. North Miami Beach also have various members within the local business community involved on the EESAC. Having community partners holding key positions on the EESAC allows for the local community to be aware of the resources and support needed at North Miami Beach Sr. High School. An additional and integral process that North Miami Beach uses is the deployment of the Community Involvement Specialist (CIS) and Communities in Schools within the community to help serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting and partnering activities. The CIS and Communities in Schools schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Assistant Principal
Challenger , Sacha	Assistant Principal
Ridore, Billy	Assistant Principal
Volcy, Selena	Assistant Principal

b. Duties

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

Randy Milliken, Principal: Ensures that all members of the Leadership Team are focused on the school's vision and mission, effectively manages the team in promoting collaboration and a positive school climate, ensures implementation of school programs, ensures adequate professional development, informs staff and parents of school-based initiatives.

Sacha T. Challenger Assistant Principal of Curriculum: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports.

Marina Montesino (Vice Principal) Billy Ridore, and Selena Volcy Assistant Principals will ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Curriculum Coach(es): Rashi Stovall and Mariaceleste (Reading), Jennifer Fontaine (Mathematics), and Micheline Vetiac(Science):

Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.

Doctor Davids Stacy, School Psychologist: Provides data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, works drug and alcohol prevention programs, provides support for school violence prevention programs, protective behaviors programs and academic improvement programs.

Majorie Prophete, School Social Worker: Provides social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well-being of families and the academic functioning of children. Assist in providing academic and interventions for targeted students.

Language Arts, Mathematics, Science, Social Science, ESE, ELL and Electives Department Chairpersons: Participate in student data collection through assessments and intervention, provide instruction/intervention techniques, facilitate professional development on differentiating instruction, incorporating literacy activities and strategies within their department and collaborates with grade team teachers on focused instructional lessons, implement interventions and maintenance strategies.

Vanessa Armand, Guidance Counselor: Implements programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.

Marteshia Davis, Test Chairperson will generate, maintain, and disseminate data reports to include all District/School-wide summative, formative and progress monitoring assessments.

Community Involvement Specialist: Participates in data-based decision making, liaison for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team will meet monthly to engage in instructional decision making, data reviews, progress monitoring, best practices, sharing and open ended discussions related to student achievement and the effective implementation of the school improvement plan.

The Leadership Team will function as a Professional Learning Community addressing the various data trends and needs that effect the school and overall student achievement.

- What is occurring with the student?
- Why is/are the problem(s) occurring?
- Interventions used to correct the problem?
- Are the interventions working?

Resource Funding

Title I- Interventionist used in the core classes are funded through this program. We have been able to hire two Reading, two Math, one Science, and one History interventionist using this funding.

Title III- CANA and ELL tutoring is funded through this program for Reading, Writing, Algebra, Geometry, and Biology after-school classes.

Information gathered from the Leadership Team will be shared with EESAC to further implement and adjust the School Improvement Plan.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Adjust the allocation of school-based resources
- Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Baseline Benchmark Assessments
- Interim Assessments
- State/Local Math and Science Assessments
- FSA & ACT& SAT
- Student grades

3. Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance

Referrals to special education programs

The plan used to support understanding of MTSS and build capacity in data-based problem solving for staff and parents will consist of the following:

1. Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Provide support for school staff in understanding basic RtI principles and procedures.
3. Provide create a network using the RtI team that can implement the RtI process. The RtI team

meets monthly to review and discuss the RtI process at North Miami Beach Senior High and will ensure it is implemented with fidelity.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Reiner Luzardo	Teacher
Randy Milliken	Principal
Veronica Martin	Teacher
Liane Harris	Parent
Billy Ridore	Principal
Alicia Gant	Teacher
Matthew Wohl	Business/Community
	Student
Claudette Small	Parent
Vetiac Micheline	Teacher
Vania Boeva	Teacher
James Davis	Teacher
Adam Pasternack	Teacher
Edma Clerzier	Education Support Employee
Peter Serrano	Teacher
Ashley Vega	Student
Mchahika Guillaume	Student
Jha'Lia Wray	Student
Erick Rivers	Student
Shamise Francois	Student
Trisha Pierre-Louis	Student
Laetitia Rendel	Student
Dayana Briceus	Student
Bianca Auguste	Student
Angelys Cazes	Student
Ali Choueki	Student
Monique Simon	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first meeting of the SAC for the 2016-2017 school year, all members of the SAC will review the SIP for the 2015-2016 school year and evaluate the school's goals and performance.

b. Development of this school improvement plan

The SAC meets on a monthly basis to make recommendations on the action plan as it relates to addressing the preliminary guidelines and requirements as dictated by the district.

c. Preparation of the school's annual budget and plan

The principal, in accordance with SAC protocol, will present the school's budget to the SAC and highlight elements of the budget that support the SIP.

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

The use of school improvement funds will be executed in accordance with the committees' bylaws and funding guidelines. All request for school improvement funds are to be submitted in writing and subject to committee review for a period of no less than 30 days as to give other proposals equitable opportunity to make a presentation before the SAC. As such, a written request does not constitute approval of school improvement funds.

Total Budget for 2015-2016 EESAC \$14, 863.63

\$1,000.00 School Website Development-Ms. Gant

\$2,999.00 Principal 02 account-Mr. Milliken

\$785.00 Classroom Set of "Food Matters" Books for Capstone-Mrs. Nuefeld

\$700.00 CPR mannequins (including a child a mannequin) and AED and medical supplies for JROTC and SFC-Mr. Serrano

\$1,500.00 Walk Behind Advance CMAX 26" Machine-Ms. Montesino

\$307.23 Upgrade of RAM for 10 computers for SPED-Mrs. Martin

\$1, 133.17 Ink and paper for Poster Printer; HPz5200 Poster Printer: one of each of the 12 cartridges and a roll of paper for the printer-Mr. Luzardo

\$1888.95 Epson Workforce Pro WF-4640 Wireless Color Inkjet Printer, Copier, Scanner, fax; Ink, materials for making posters, entertainment Exposition materials for World Fair- Dr. Mabe/ Dr. Davis

\$1,197.28 Classroom set of twelve (12) Sony Cyber-shot DSC-W800 Digital Cameras for usage in the AP Studio Art Class-Mr. Luzardo/Ms. Gant

\$1,000.00 PROJECT S.H.I.N.E: Students Helping to Improve the NMB Environment-Ms. Gorvetzian

\$631.62 Five sets of ten of variable novels -Ms. Hutchinson/Ms. Burdick

\$1694.28 Office Supplies for school activities-Student Government

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Assistant Principal
Ridore, Billy	Assistant Principal
Challenger , Sacha	Assistant Principal
Volcy, Selena	Assistant Principal
Chacin, Daria	Teacher, K-12
Davis, Marteshia	Teacher, K-12
Lafrance, Rachel	Teacher, K-12
Luzardo, Rei	Teacher, Career/Technical
Parker , Lisa	Teacher, K-12
Pasternack, Adam	Teacher, K-12
Smith, Keisha	Teacher, K-12
Boeva, Vana	Teacher, K-12
Masselle, Joseph	Teacher, K-12
Mabe, Roger	Teacher, K-12
Roncallo, Deborah	Teacher, ESE
Parker, Troy	Teacher, K-12
Salomon-Pierre, Rachelle	Teacher, K-12
Stoval, Rashi	Instructional Coach
Balsano, Mariaceleste	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The following are major initiatives of the LLT this year:

- Increasing student performance on the Florida State Standards across all disciplines by the use of reading coaches, interventionists, and tutoring classes.
- Increasing student achievement and performance in nation, state and district exams by analyzing data and targeting specific deficiencies within the classes.
- Increasing student participation in Academics by promoting the benefits through lectures and academic fairs.
- Increasing student participation and passing rates on Advanced Placement Exams and Industry Certification Exams (ICE). by training appropriate and effective teamers that will successfully execute the AP and the ICE curriculum, by promoting the benefits of the classes through lectures and fairs, and by supporting students through study groups and online communities.
- Infusing reading strategies across disciplines by having the reading coaches conduct professional developments for all the teachers cross curriculum. Coaches will also model and support the teachers when needed.
- Developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Through the use of learning communities, the PD Liaison will conduct lesson studies that will help address issues occurring in education and especially pertaining the school.

D. Public and Collaborative Teaching

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

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

- Reading Coherence model of Reading Supported Standards will be implemented across disciplines. Teachers will monitor and track students they teach who have been identified in the lowest 25% in Reading.
- During Collaborative Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students.
- School wide data chats among students, teachers, school support personnel and administrators.
- School wide FSA/EOC/AP countdown activities
- Increase the number of teachers with reading endorsements.
- Reading Professional Development activities during faculty meeting, common planning and early release.
- Ongoing collaboration to discuss student data.

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

Administrators are given access to TeacherMatch to recruit highly qualified teachers. New teachers are interviewed by an interview panel. All of North Miami Beach's administrators are responsible to provide and monitor professional development based on needs assessment. The assistant principals will also be responsible to assign veteran teachers to mentor those new teachers to North Miami Beach and the profession. Department Chairpersons will provide guidance and support to each member in their department. The Principal and the CAP advisor will oversee the university and college recruitment process.

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

Members' of North Miami Beach's Leadership Team will provide instructional guidance to all first year teachers in the areas of classroom management, lesson planning and data analysis. The members of the Leadership team have the ability to disaggregate data, develop lesson plans and ensure effective instruction for all students. The mentor and mentee will meet weekly in a professional learning community to discuss student data, lesson plans, and professional development opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core instructional program at North Miami Beach Sr. High (NMB) consists of Math, Reading & Writing, Social Studies, Social Science and Science. Through Professional Learning Communities (PLCs) teachers' instructional routines/materials are aligned to develop a culture of collaboration through a systemic curriculum pacing guide that targets the Florida Standards. In addition, department heads, instructional coaches, teachers and curriculum specialists will use data to sustain and assess student achievement on the Florida standards. Teacher lessons across core instruction programs introduce standards, learning that addresses open routine with whole group instruction and higher order thinking. PLCs provide the opportunity for teachers to unpack the Florida Standards and plan through effective dialogue. This supports an innate level of knowledge. Discussions of thematic standards within department meetings also clarify misunderstandings and promote opportunities for

professional growth for teachers' instructional practice.

NMB's core instructional program target state standards through focus calendars. The breadth and scope of NMB's focus calendar adopts the core curriculum with emphasis on state goals. Teachers examine and infuse state standards into their professional learning communities by integrating differentiated Instructional (DI) and research-based practices. Integrating PLCs have created a culture of accountability amongst teachers.

b. Instructional Strategies

1. 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.

North Miami Beach will use the following research-based strategies to increase the amount and quality of learning time to help provide an enriched and accelerated curriculum for all stakeholders by incorporating the following:

- After School Tutoring for all subgroups including Advanced Academics
- Intensive Reading Classes for students Level 1 and 2
- Intensive Mathematics Classes for students who are Level 1 and 2
- Freshman Experience classes to teach students Life Skills and Core Value classes to 9th grade students
- Common Planning for all subject areas
- Incorporating STEM activities within Mathematics, Science and Career and Technical Education classes
- Pull-out and Push-In Intervention Programs for Levels 1, 2, and 3 students in Reading, Mathematics, Science, and College Readiness
- Ongoing Professional Development Activities for all subject areas with the assistance of the Professional Learning Support Team (PLST) to help foster the growth of PLCs
- Professional Learning Communities (PLC) for all subject areas to make decisions about literacy instruction in the school. Student data is analyzed to align with Language Arts Florida Standards (LAFS)
- Literacy approach that infuses whole group, small group and one-on-one instruction based on student needs
- On going assessments which measure instructed standards
- Supportive resources to help instruction (e.g., extensive classroom libraries, Digital Tablets, Title I reading level books for small group instruction)

2. 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: 3,600

North Miami Beach will use the following research-based strategies to increase the amount and quality of learning time to help provide an enriched and accelerated curriculum for all stakeholders by incorporating the following:

- Saturday Academy for all subgroups including Advanced Academics
- After School Tutoring for all subgroups including Advanced Academics
- Intensive Reading Classes for students Level 1 and 2
- Intensive Mathematics Classes for students who are Level 1 and 2
- Freshman Experience Class to teach Life Skills and Core Values to 9th grade students.
- Common Planning for all subject areas
- Incorporating STEM activities through mathematics, science and Career and Technical Education classes
- Pull-out and Push-In Intervention Programs for Levels 1, 2, and 3 students in Reading, Mathematics, Science, and College Readiness in addition to interventionists strategically targeting bubble, lowest 25 percent, etc.
- Ongoing Professional Development Activities for all subject areas

Strategy Rationale

To ensure student achievement is occurring and that the achievement gap is closing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Challenger, Sacha, schallenger@dadeschools.net

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

The Leadership Team (Includes all Administrators, Instructional Coaches and the Test Chairperson) meets and disseminate data for all assessment data. Data chats are then held to discuss with the subject area departments and the assigned administrator and assigned instructional coaches

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

NMB's staff participates in a culture of collaboration that meets both informally and formally on a regular schedule with incoming and outgoing cohorts students. Through an informed process, staff and counselors participate in a parent student night orientation for incoming and outgoing cohorts. Students and parents are informed about their child's graduation requirements and new Florida Standards. In addition, a checklist and guidelines of the student progression plan for high school students is used to track students that need additional support in order to meet graduation requirement. This process allows incoming and outgoing students to enroll in double doses of catch-

up courses that can boost struggling students' skills in reading and mathematics.

A systemic collaboration appears across grade levels, content areas, community involvement specialists, graduation coaches, scholar designation diploma, mentor teachers and feeder pattern schools to track student's progress. Staff members implement a formal process that promotes productive discussion about student readiness indicators. School personnel also center targeted strategies that collaborate to improve results in instructional practice and student performance that supports incoming and outgoing cohorts of students transitioning from one school level to another.

The following steps are implemented:

- Identify readiness indicators for high-school-level coursework
- Communicate to families what ninth graders are expected to know and be able to do to succeed in high school
- Require one-on-one planning sessions for all students and their parents for the purpose of planning a rigorous high school program
- Inform middle-grades feeder schools of the percentage of students who completed two years of college-prep English, math and science by the end of 10th grade
- Offer double-doses of catch-up courses—courses that are designed to help students meet the demands of more rigorous high school work
- Guidance Counselor working to inform and support students and parents in graduation and college readiness goals
- Senior Parent Night to inform parents and students of graduation requirements prior to graduation

b. College and Career Readiness

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

Programs have been established to foster a college-going culture and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Guidance counselors, Academy Leaders, and College Advisement Placement Counselor provide academic and career planning. Internship relationships have been established with Miami Dade Community College in-order to create a bridge of effective dialogue amongst teachers, college professors and students.

NMB's school initiative includes:

- Increased student participation and performance in Advanced Placement® (AP) coursework
- Dual enrollment courses offered to eligible students
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Guidance Counselor working to inform and support students and parents in graduation and college readiness goals
- Senior Parent Night (Graduation Requirement)
- ACT & SAT Support through CAP Advisor and Community Resources

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

North Miami Beach Senior High offers applied and integrated courses that are found in the House of Education and Public Services, House of Technology and Finance, House of Arts, AV Technology, and Communications, Information Technology, House of Health, Language Arts, Mathematics,

Science, Physical Education, Social Studies, ESE and ongoing partnership with George T. Baker Aviation and Dade Partners.

North Miami Beach Senior High School's CTE students achieve completed course related requirements in order to increase industry certification in the following CTE areas:

Culinary Arts
Web Design
Business Technology
Nursing
Photography
Introduction to Technology
Animation Technology
Digital Design
Commercial Art

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

NMB has created a culture of industry certification within the career and technical educational (CTE) programs. North Miami Beach Sr. High CTE program supports culinary arts, digital design, Early Childcare, Nursing, Business (Information and Finance Academy) and Information and Technology.

Supporting Secondary School reform, Articulation, Transition, and Orientation are in place to increase the percentage of graduating students whom pursue and are successful in post-secondary areas of enrichment. School site Student Services professionals implement lessons which focus on improving personal effectiveness planning life after high school, surviving after high school and succeeding in post-secondary academic institutions and career workforce.

Tools for Success: Preparing Students for Senior High School and Beyond:

A Freshman Experience course for all ninth graders is required as an orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transitions. These strategies focus on educational achievement, person/social development, career, and health/community awareness, which support student success. Small group counseling will be established to assist students in proper course selection. Students are provided information on guidelines for steps to college, through hosted college visitations.

4. 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.

North Miami Beach Sr. High uses the following strategies for improving student readiness for the public post secondary level:

- ACT Tutoring
- PERT Administration
- College Ready Math and English
- Dual Enrollment
- CTE Certification
- Parent resource center (i.e. parent academies) to explain their role in assisting students
- Counselors conduct classroom visits and individual counseling sessions with students
- After school college readiness workshops for students

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved then standard achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved then standard achievement will increase. 1a

G088238

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	35.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	50.0
Attendance rate	90.0
4-Year Grad Rate (Standard Diploma)	81.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of student collaborative discussions for textual understanding in literacy classes
- There is an opportunity to improve student understanding of MAFS content by improving teachers' methods of checking for understanding to make the adjustment in delivery to hold students accountable for learning.
- There is limited evidence of teachers checking for understanding in science classes
- Limited evidence of student collaborative structures in Social Studies classrooms
- High number of student absences and tardies affecting and producing low academic results and achievement
- High numbers of 12th grade students still needing a concordance score on the ACT/SAT OR FSA reading

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Literacy Coaches, collaborative planning, ISpecs tools, HMH, READ 180/ System44, INSIDE, pacing guides, collaborative strategies, professional developments.
- HMH Resources, Algebra/Math Nation, Topic Tests to monitor data and check for aligned lessons, Pacing Guide, Unit plan, In-house Quia assignments and ETO Support Staff.
- Administrators, coaches, item specs, common planning, pacing guide, lesson plan rubric, lesson plan.
- Social Studies instructional framework should include primary/secondary sources, graphic organizers, assessments, complete lesson plans, with appropriate stimuli (political cartoons, tables, charts, graphs, etc).
- Attendance Review Committee, CIS, iTransition Motivational Coach, PBS Program, Remind App, Communities in Schools and On-site & Community organizations.
- Graduation Coach, Cap Advisor, Testing Chairperson and Reading Instructional Coaches activity department and Administrators working collaboratively with all all reading Teachers.

Plan to Monitor Progress Toward G1. 8

Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal.

Person Responsible

Marina Montesino

Schedule

Quarterly, from 9/21/2016 to 3/1/2017

Evidence of Completion

Topic Assessments, District Interim Assessments, additional student performance data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved then standard achievement will increase. 1

 G088238

G1.B1 Limited evidence of student collaborative discussions for textual understanding in literacy classes 2

 B234624

G1.B1.S1 Engage students in diverse activities structures, use a variety of strategies to engage students in higherorder learning tasks, engage students in authentic learning. 4

 S247346

Strategy Rationale

To improve instructional delivery

Action Step 1 5

Administration and Literacy Coaches will meet with teachers to review the Action Plan

Person Responsible

Billy Ridore

Schedule

Weekly, from 9/21/2016 to 9/22/2016

Evidence of Completion

Action Plan, Sign-in sheets, Agendas

Action Step 2 5

Literacy Coaches will provide professional developments through common planning, to ensure that all literacy teachers will master and carry out the 3 Legged Stool Model with fidelity. Coaches will attend ICADS to develop strategies using FEI framework which will target our Priority Barrier in literacy classes

Person Responsible

Rashi Stoval

Schedule

Weekly, from 10/28/2016 to 12/23/2016

Evidence of Completion

Coaching cycle documentation, lesson plans and agendas and attendance of administrator at common planning.

Action Step 3 5

Literacy Coaches will support teachers through coaching cycles and classroom support

Person Responsible

Mariaceleste Balsano

Schedule

Weekly, from 9/26/2016 to 12/23/2016

Evidence of Completion

Collaborative planning agendas, coaching cycle log, administrative walkthrough

Action Step 4 5

Administration and Literacy Coaches will monitor common planning to ensure the application of the 3 Legged Stool Model and that strategies are infused throughout their lessons.

Person Responsible

Billy Ridore

Schedule

Weekly, from 9/26/2016 to 12/23/2016

Evidence of Completion

Classroom walkthrough; lesson plans

Action Step 5 5

Administration will conduct classroom walkthroughs and provide immediate feedback to teachers.

Person Responsible

Billy Ridore

Schedule

Biweekly, from 9/26/2016 to 12/23/2016

Evidence of Completion

Administrative notes, Walkthrough schedules

Action Step 6 5

Re-Group with the Literacy teachers to reflect on the effectiveness of student collaborative discussions and determine if next steps are needed, or if this barrier has been eliminated.

Person Responsible

Billy Ridore

Schedule

On 12/23/2016

Evidence of Completion

Action Plan, Sign-in sheets, Agendas , administrative walkthrough

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

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Billy Ridore

Schedule

Daily, from 9/15/2016 to 10/30/2016

Evidence of Completion

Common Planning, Walkthrough Logs and Coaching Logs

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

Administrative Walkthroughs

Person Responsible

Billy Ridore

Schedule

Daily, from 9/15/2016 to 11/4/2016

Evidence of Completion

FAIR Data and other Assessment Data, Instructional Routines

G1.B2 There is an opportunity to improve student understanding of MAFS content by improving teachers' methods of checking for understanding to make the adjustment in delivery to hold students accountable for learning. 2

 B234625

G1.B2.S1 Utilize common planning and individual coaching cycles to provide professional development to use multiple levels of questions and a variety of strategies to engage students in higher-order learning tasks. 4

 S247347

Strategy Rationale

To improve instruction

Action Step 1 5

Develop a professional development plan to be implemented during common planning that will address effective methods of checking for understanding. Teacher will plan to use multiple levels of questioning and make necessary adjustments to their lesson.

Person Responsible

Jennifer Fontaine

Schedule

Weekly, from 9/22/2016 to 9/30/2016

Evidence of Completion

PD, agenda, and sign-in sheet will verify attendance and evidence of mastery will occur.

Action Step 2 5

Coach will prioritize individual teachers for coaching cycle support based on student data

Person Responsible

Jennifer Fontaine

Schedule

On 9/30/2016

Evidence of Completion

Coaching reflection documentation that describes the cycle and reflects on effectiveness

Action Step 3 5

Coach will plan and model effective questioning strategies through common planning and coaching cycles.

Person Responsible

Jennifer Fontaine

Schedule

Weekly, from 9/22/2016 to 10/21/2016

Evidence of Completion

Coaching reflection documentation that outlines the rationale for a coaching cycle

Action Step 4 5

Coach and teachers will develop a plan to make adjustments in lesson plan after using various strategies to check for understanding with students

Person Responsible

Jennifer Fontaine

Schedule

Daily, from 9/30/2016 to 11/18/2016

Evidence of Completion

Observed changes in lesson plan and delivery of instruction that demonstrates a variety of checking for understanding strategies.

Action Step 5 5

The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the mini professional development sessions and coaching cycles.

Person Responsible

Selena Volcy

Schedule

Daily, from 9/22/2016 to 11/18/2016

Evidence of Completion

Observed changes in delivery of instruction that demonstrates a variety of checking for understanding strategies.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observed changes in lesson plan and delivery of instruction that demonstrates a variety of checking for understanding strategies and administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2016 to 11/4/2016

Evidence of Completion

Effective Lesson Plan and Instructional Routines

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/22/2016 to 11/4/2016

Evidence of Completion

Topic and District Assessments Data and Common Planning

G1.B3 There is limited evidence of teachers checking for understanding in science classes **2**

 B234626

G1.B3.S1 Utilizing administrative incentives to encourage teachers to become full participants in the collaborative planning process where they will develop (DOK) questions that are aligned with the Item Spec and the pacing guide to check for student understanding and application of concepts.. **4**

 S247348

Strategy Rationale

To develop effective lesson plan and to build teacher capacity in checking for understanding.

Action Step 1 **5**

During common planning coach will explain to the teachers the concern and barriers observed during walk-through.

Person Responsible

Micheline Vetiac

Schedule

Weekly, from 9/22/2016 to 10/14/2016

Evidence of Completion

Collaborative Planning Agenda, Administrative Walkthrough, Attendance by Administration to Collaborative planning.

Action Step 2 **5**

The coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide and item specs.

Person Responsible

Micheline Vetiac

Schedule

Weekly, from 9/22/2016 to 10/14/2016

Evidence of Completion

Collaborative Planning Agenda and, Administrative Walkthroughs in which lesson plans are reviewed with feedback to teacher.

Action Step 3 5

Coaches will provide Professional Development to science teachers through common planning and district offered PD.

Person Responsible

Micheline Vetiac

Schedule

On 10/3/2016

Evidence of Completion

Common Planning & PD Sign-in Sheets

Action Step 4 5

During common planning coaches will reflect and plan strategies for students to talk and collaborate during group work.

Person Responsible

Micheline Vetiac

Schedule

On 10/14/2016

Evidence of Completion

CP Agenda, Attendance by Administration to Collaborative planning

Action Step 5 5

During common planning, strategies for student collaboration will be infused in the lesson plan. Coach will discuss and develop strategies to give students sample of work for collaboration among themselves.

Person Responsible

Micheline Vetiac

Schedule

On 10/14/2016

Evidence of Completion

Lesson Plan, Attendance by Administration to Collaborative planning

Action Step 6 5

Coach will model and plan effective questioning strategies through common planning and coaching cycle.

Person Responsible

Micheline Vetiac

Schedule

On 10/14/2016

Evidence of Completion

Action Step 7 5

The administrative team and Science Coach will conduct classroom walkthroughs to assess the effectiveness of the mini professional development sessions and coaching cycles

Person Responsible

Sacha Challenger

Schedule

On 10/14/2016

Evidence of Completion

Students have been placed in Intensive Reading classes to ensure that these students will be successful.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Sacha Challenger

Schedule

Daily, from 9/22/2016 to 11/4/2016

Evidence of Completion

Collaborative Planning Agenda and, Administrative Walkthroughs in which lesson plans are reviewed with feedback to teacher.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Sacha Challenger

Schedule

Biweekly, from 9/22/2016 to 11/4/2016

Evidence of Completion

Topic and District Assessments Data and Common Planning

G1.B4 Limited evidence of student collaborative structures in Social Studies classrooms **2**

 B234627

G1.B4.S1 Through effective instructional planning and delivery, teachers will develop plans that are clear, logical, sequential, use multiple levels of questioning, that will engage students in higher order learning tasks. **4**

 S247349

Strategy Rationale

To ensure that student achievement is occurring and that the achievement gap is closing through collaborative structures in Social Sciences.

Action Step 1 **5**

Teachers will meet with administration to review Action plan

Person Responsible

Marina Montesino

Schedule

On 9/26/2016

Evidence of Completion

Common Planning Agendas

Action Step 2 **5**

Literacy Coach will model unpacking of standards and the updated suggested lesson plan template to be used in common planning.

Person Responsible

Mariaceleste Balsano

Schedule

Biweekly, from 9/26/2016 to 10/14/2016

Evidence of Completion

Common Planning Agenda, Lesson plans

Action Step 3 5

Social Studies teachers when planning will infuse check for understanding strategies and student collaboration opportunities in the lesson plans

Person Responsible

Mariaceleste Balsano

Schedule

On 10/28/2016

Evidence of Completion

Debrief after observations

Action Step 4 5

Administration will conduct classroom walkthroughs to check for evidence of implementation of students collaborating, and understanding.

Person Responsible

Marina Montesino

Schedule

On 10/14/2016

Evidence of Completion

Lesson Plans, Walkthrough notes/observations

Action Step 5 5

Re-Group with the Social Studies teachers to reflect on the effectiveness of student collaboration and determine if next steps are needed, or this barrier has been eliminated

Person Responsible

Marina Montesino

Schedule

On 10/21/2016

Evidence of Completion

Common planning, lesson plans, instruction

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Marina Montesino

Schedule

Daily, from 9/22/2016 to 6/2/2017

Evidence of Completion

Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs

Person Responsible

Marina Montesino

Schedule

Biweekly, from 9/22/2016 to 11/4/2016


Evidence of Completion

Lesson plans, student work products, student performance data, and Common Planning

G1.B5 High number of student absences and tardies affecting and producing low academic results and achievement **2**

 B234628

G1.B5.S1 Student Services will work closely in collaboration and communication with both faculty and parents to improve attendance which will in turn affect and increase the graduation rate, promote college-going culture and improve early warning indicators. **4**

 S247350

Strategy Rationale

To foster an environment of open communication between the internal and external stakeholders that will improve students attendance and academic success.

Action Step 1 **5**

Student Services department will continue to foster and maintain partnerships with on-site & community organizations (i.e. On site UM Clinic, TAP, The Alliance, Homeless Assistance Program, Bereavement Center, Institute for Children & Families) to provide services to NMB Sr. High students and families.

Person Responsible

Vanessa Armand

Schedule

Daily, from 9/22/2016 to 6/3/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Action Step 2 **5**

Communities in Schools will continue to provide opportunities for mentorship, tutoring, and internships for students as motivation tools and incentives

Person Responsible

Vanessa Armand

Schedule

Monthly, from 9/15/2016 to 6/3/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Action Step 3 5

Attendance Review Committee will monitor and identify at-risk students to provide services for increase attendance.

Person Responsible

Billy Ridore

Schedule

Monthly, from 9/15/2016 to 6/3/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Action Step 4 5

Our CIS will conduct home visits for students with excessive absences, and will begin process for truancy packets

Person Responsible

Stephanie Henry

Schedule

Daily, from 9/15/2016 to 6/3/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Action Step 5 5

Scheduled parent conferences will be a means of communication between counselors, teachers, and parents to inform families of attendance policies and to discuss individual student attendance

Person Responsible

Vanessa Armand

Schedule

Daily, from 9/15/2016 to 6/3/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Action Step 6 5

Senior Parent Night will be a means of communicating with parents of seniors in an individualized format to inform and educate them regarding graduation requirements and senior year expectations.

Person Responsible

Vanessa Armand

Schedule

Daily, from 9/25/2016 to 9/25/2016

Evidence of Completion

More parental involvement and communication

Action Step 7 5

Linking participation in student activities to attendance/ using PBS program

Person Responsible

Vanessa Armand

Schedule

On 6/2/2017

Evidence of Completion

Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Once a student is absent, the parent will be contacted via Connect Ed. message. Attendance clerk, counselors, CIS and administrator will monitor attendance.

Person Responsible

Billy Ridore

Schedule

Daily, from 9/22/2016 to 6/2/2017

Evidence of Completion

Student Services case management

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Once a student is absent, the parent will be contacted via Connect Ed. message. Attendance clerk, counselors, CIS and administrator will monitor attendance.

Person Responsible

Sacha Challenger

Schedule

Daily, from 9/22/2016 to 11/4/2016


Evidence of Completion

Connect Ed. Log

G1.B6 High numbers of 12th grade students still needing a concordance score on the ACT/SAT OR FSA reading **2**

 B234629

G1.B6.S1 Students have been placed in Intensive Reading classes. Targeted intervention support and teacher instruction will utilize high yield strategies to ensure that these students will be successful on the FSA Re-take, ACT, and/or SAT exam. **4**

 S247351

Strategy Rationale

To better prepare them to pass the FSA and achieve an ACT/SAT concordance score.

Action Step 1 **5**

Continue to promote ACT/SAT registration for 12th graders pending the FSA Reading requirement.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 2/1/2017 to 2/1/2017

Evidence of Completion

Increase the Passing Score on the FSA Reading or passing concordant score on ACT or SAT.

Action Step 2 **5**

Provide in school and after school interventions for ACT, and SAT preparation utilizing interventionist funding, Title I & III Funds.

Person Responsible

Sacha Challenger

Schedule

Monthly, from 9/22/2016 to 10/31/2016

Evidence of Completion

Increase the Passing Score on the FSA Reading or passing concordant score on ACT or SAT.

Action Step 3 **5**

Collaboaration with community partner (City of North Miami Beach Library) that will provide free ACT preparation software.

Person Responsible

Vanessa Armand

Schedule

On 12/14/2016

Evidence of Completion

Achievement of a concordant score on the on ACT.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

CAP advisor will visit senior classes to notify them of ACT/SAT test administration dates and deadlines and or administration will make PA announcements in addition to administrative Walkthroughs and Coaching Cycles.

Person Responsible

Sacha Challenger

Schedule

On 6/2/2017

Evidence of Completion

CAP advisor visitation log, Common Planning, Walkthrough Logs and Coaching Logs.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 **7**

Administrative Walkthroughs and review of data collected

Person Responsible

Sacha Challenger

Schedule

Monthly, from 9/27/2016 to 6/2/2017

Evidence of Completion

Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal such as ACT, SAT and FSA results.








IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A322096	Administration and Literacy Coaches will meet with teachers to review the Action Plan	Ridore, Billy	9/21/2016	Action Plan, Sign-in sheets, Agendas	9/22/2016 weekly
G1.B5.S1.A6  A322124	Senior Parent Night will be a means of communicating with parents of seniors in an individualized...	Armand, Vanessa	9/25/2016	More parental involvement and communication	9/25/2016 daily
G1.B4.S1.A1  A322114	Teachers will meet with administration to review Action plan	Montesino, Marina	9/22/2016	Common Planning Agendas	9/26/2016 one-time
G1.B2.S1.A1  A322102	Develop a professional development plan to be implemented during common planning that will address...	Fontaine, Jennifer	9/22/2016	PD, agenda, and sign-in sheet will verify attendance and evidence of mastery will occur.	9/30/2016 weekly
G1.B2.S1.A2  A322103	Coach will prioritize individual teachers for coaching cycle support based on student data	Fontaine, Jennifer	9/28/2016	Coaching reflection documentation that describes the cycle and reflects on effectiveness	9/30/2016 one-time
G1.B3.S1.A3  A322109	Coaches will provide Professional Development to science teachers through common planning and...	Vetiac, Micheline	9/22/2016	Common Planning & PD Sign-in Sheets	10/3/2016 one-time
G1.B3.S1.A1  A322107	During common planning coach will explain to the teachers the concern and barriers observed during...	Vetiac, Micheline	9/22/2016	Collaborative Planning Agenda, Administrative Walkthrough, Attendance by Administration to Collaborative planning.	10/14/2016 weekly
G1.B3.S1.A2  A322108	The coach will guide teachers to use lesson planning rubric to develop lesson plans that are...	Vetiac, Micheline	9/22/2016	Collaborative Planning Agenda and, Administrative Walkthroughs in which lesson plans are reviewed with feedback to teacher.	10/14/2016 weekly
G1.B3.S1.A4  A322110	During common planning coaches will reflect and plan strategies for students to talk and...	Vetiac, Micheline	9/22/2016	CP Agenda, Attendance by Administration to Collaborative planning	10/14/2016 one-time
G1.B3.S1.A5  A322111	During common planning, strategies for student collaboration will be infused in the lesson plan....	Vetiac, Micheline	9/22/2016	Lesson Plan, Attendance by Administration to Collaborative planning	10/14/2016 one-time
G1.B3.S1.A6  A322112	Coach will model and plan effective questioning strategies through common planning and coaching...	Vetiac, Micheline	9/22/2016		10/14/2016 one-time
G1.B3.S1.A7  A322113	The administrative team and Science Coach will conduct classroom walkthroughs to assess the...	Challenger , Sacha	9/22/2016	Students have been place in Intensive Reading classes to ensure that these students will be successful.	10/14/2016 one-time
G1.B4.S1.A2  A322115	Literacy Coach will model unpacking of standards and the updated suggested lesson plan template to...	Balsano, Mariaceleste	9/26/2016	Common Planning Agenda, Lesson plans	10/14/2016 biweekly
G1.B4.S1.A4  A322117	Administration will conduct classroom walkthroughs to check for evidence of implementation of...	Montesino, Marina	10/14/2016	Lesson Plans, Walkthrough notes/ observations	10/14/2016 one-time
G1.B2.S1.A3  A322104	Coach will plan and model effective questioning strategies through common planning and coaching...	Fontaine, Jennifer	9/22/2016	Coaching reflection documentation that outlines the rationale for a coaching cycle	10/21/2016 weekly
G1.B4.S1.A5  A322118	Re-Group with the Social Studies teachers to reflect on the effectiveness of student collaboration...	Montesino, Marina	10/21/2016	Common planning, lesson plans, instruction	10/21/2016 one-time
G1.B4.S1.A3  A322116	Social Studies teachers when planning will infuse check for understanding strategies and student...	Balsano, Mariaceleste	10/28/2016	Debrief after observations	10/28/2016 one-time
G1.B1.S1.MA1  M335207	Administrative Walkthroughs and Effective Coaching Cycles	Ridore, Billy	9/15/2016	Common Planning, Walkthrough Logs and Coaching Logs	10/30/2016 daily

Dade - 7541 - North Miami Beach Senior High - 2016-17 SIP
North Miami Beach Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A2 A322127	Provide in school and after school interventions for ACT, and SAT preparation utilizing...	Challenger , Sacha	9/22/2016	Increase the Passing Score on the FSA Reading or passing concordant score on ACT or SAT.	10/31/2016 monthly
G1.B1.S1.MA1 M335206	Administrative Walkthroughs	Ridore, Billy	9/15/2016	FAIR Data and other Assessment Data, Instructional Routines	11/4/2016 daily
G1.B2.S1.MA1 M335208	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/22/2016	Topic and District Assessments Data and Common Planning	11/4/2016 daily
G1.B2.S1.MA1 M335209	Observed changes in lesson plan and delivery of instruction that demonstrates a variety of checking...	Volcy, Selena	9/15/2016	Effective Lesson Plan and Instructional Routines	11/4/2016 daily
G1.B3.S1.MA1 M335210	Administrative Walkthroughs and Coaching Cycles	Challenger , Sacha	9/22/2016	Topic and District Assessments Data and Common Planning	11/4/2016 biweekly
G1.B3.S1.MA1 M335211	Administrative Walkthroughs and Coaching Cycles	Challenger , Sacha	9/22/2016	Collaborative Planning Agenda and, Administrative Walkthroughs in which lesson plans are reviewed with feedback to teacher.	11/4/2016 daily
G1.B4.S1.MA1 M335212	Classroom walkthroughs	Montesino, Marina	9/22/2016	Lesson plans, student work products, student performance data, and Common Planning	11/4/2016 biweekly
G1.B5.S1.MA1 M335214	Once a student is absent, the parent will be contacted via Connect Ed. message. Attendance clerk,...	Challenger , Sacha	9/22/2016	Connect Ed. Log	11/4/2016 daily
G1.B2.S1.A4 A322105	Coach and teachers will develop a plan to make adjustments in lesson plan after using various...	Fontaine, Jennifer	9/30/2016	Observed changes in lesson plan and delivery of instruction that demonstrates a variety of checking for understanding strategies.	11/18/2016 daily
G1.B2.S1.A5 A322106	The administrative team and Math Coach will conduct classroom walkthroughs to assess the...	Volcy, Selena	9/22/2016	Observed changes in delivery of instruction that demonstrates a variety of checking for understanding strategies.	11/18/2016 daily
G1.B6.S1.A3 A322128	Collaboaration with community partner (City of North Miami Beach Library) that will provide free...	Armand, Vanessa	10/4/2016	Achievement of a concordant score on the on ACT.	12/14/2016 one-time
G1.B1.S1.A2 A322097	Literacy Coaches will provide professional developments through common planning, to ensure that all...	Stoval, Rashi	10/28/2016	Coaching cycle documentation, lesson plans and agendas and attendance of administrator at common planning.	12/23/2016 weekly
G1.B1.S1.A3 A322098	Literacy Coaches will support teachers through coaching cycles and classroom support	Balsano, Mariaceleste	9/26/2016	Collaborative planning agendas, coaching cycle log, administrative walkthrough	12/23/2016 weekly
G1.B1.S1.A4 A322099	Administration and Literacy Coaches will monitor common planning to ensure the application of the 3...	Ridore, Billy	9/26/2016	Classroom walkthrough; lesson plans	12/23/2016 weekly
G1.B1.S1.A5 A322100	Administration will conduct classroom walkthroughs and provide immediate feedback to teachers.	Ridore, Billy	9/26/2016	Administrative notes, Walkthrough schedules	12/23/2016 biweekly
G1.B1.S1.A6 A322101	Re-Group with the Literacy teachers to reflect on the effectiveness of student collaborative...	Ridore, Billy	10/28/2016	Action Plan, Sign-in sheets, Agendas , administrative walkthrough	12/23/2016 one-time
G1.B6.S1.A1 A322126	Continue to promote ACT/SAT registration for 12th graders pending the FSA Reading requirement.	Challenger , Sacha	2/1/2017	Increase the Passing Score on the FSA Reading or passing concordant score on ACT or SAT.	2/1/2017 weekly
G1.MA1 M335218	Data collected from Assessments both Informal and Formal will be use to determine progress towards...	Montesino, Marina	9/21/2016	Topic Assessments, District Interim Assessments, additional student performance data	3/1/2017 quarterly
G1.B4.S1.MA1 M335213	Administrative Walkthroughs and Effective Coaching Cycles	Montesino, Marina	9/22/2016	Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda	6/2/2017 daily

Dade - 7541 - North Miami Beach Senior High - 2016-17 SIP
North Miami Beach Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1  M335215	Once a student is absent, the parent will be contacted via Connect Ed. message. Attendance clerk,...	Ridore, Billy	9/22/2016	Student Services case management	6/2/2017 daily
G1.B5.S1.A7  A322125	Linking participation in student activities to attendance/ using PBS program	Armand, Vanessa	9/21/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/2/2017 one-time
G1.B6.S1.MA1  M335216	Administrative Walkthroughs and review of data collected	Challenger , Sacha	9/27/2016	Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal such as ACT, SAT and FSA results.	6/2/2017 monthly
G1.B6.S1.MA1  M335217	CAP advisor will visit senior classes to notify them of ACT/SAT test administration dates and...	Challenger , Sacha	9/29/2016	CAP advisor visitation log, Common Planning, Walkthrough Logs and Coaching Logs.	6/2/2017 one-time
G1.B5.S1.A1  A322119	Student Services department will continue to foster and maintain partnerships with on-site &...	Armand, Vanessa	9/22/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/3/2017 daily
G1.B5.S1.A2  A322120	Communities in Schools will continue to provide opportunities for mentorship, tutoring, and...	Armand, Vanessa	9/15/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/3/2017 monthly
G1.B5.S1.A3  A322121	Attendance Review Committee will monitor and identify at-risk students to provide services for...	Ridore, Billy	9/15/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/3/2017 monthly
G1.B5.S1.A4  A322122	Our CIS will conduct home visits for students with excessive absences, and will begin process for...	Henry, Stephanie	9/15/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/3/2017 daily
G1.B5.S1.A5  A322123	Scheduled parent conferences will be a means of communication between counselors, teachers, and...	Armand, Vanessa	9/15/2016	Increase in attendance rate, increase in students who are graduation- ready/ college ready, increase in academic achievement results	6/3/2017 daily

V. Professional Development Opportunities

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

G1. If core instruction is improved then standard achievement will increase.

G1.B1 Limited evidence of student collaborative discussions for textual understanding in literacy classes

G1.B1.S1 Engage students in diverse activities structures, use a variety of strategies to engage students in higherorder learning tasks, engage students in authentic learning.

PD Opportunity 1

Literacy Coaches will provide professional developments through common planning, to ensure that all literacy teachers will master and carry out the 3 Legged Stool Model with fidelity. Coaches will attend ICADS to develop strategies using FEI framework which will target our Priority Barrier in literacy classes

Facilitator

Mariaceleste Balsano and Rashi Stovall

Participants

Instructional Coaches, Teachers, Assistant Principals, and Principal.

Schedule

Weekly, from 10/28/2016 to 12/23/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration and Literacy Coaches will meet with teachers to review the Action Plan	\$0.00
2	G1.B1.S1.A2	Literacy Coaches will provide professional developments through common planning, to ensure that all literacy teachers will master and carry out the 3 Legged Stool Model with fidelity. Coaches will attend ICADS to develop strategies using FEI framework which will target our Priority Barrier in literacy classes	\$0.00
3	G1.B1.S1.A3	Literacy Coaches will support teachers through coaching cycles and classroom support	\$0.00
4	G1.B1.S1.A4	Administration and Literacy Coaches will monitor common planning to ensure the application of the 3 Legged Stool Model and that strategies are infused throughout their lessons.	\$0.00
5	G1.B1.S1.A5	Administration will conduct classroom walkthroughs and provide immediate feedback to teachers.	\$0.00
6	G1.B1.S1.A6	Re-Group with the Literacy teachers to reflect on the effectiveness of student collaborative discussions and determine if next steps are needed, or if this barrier has been eliminated.	\$0.00
7	G1.B2.S1.A1	Develop a professional development plan to be implemented during common planning that will address effective methods of checking for understanding. Teacher will plan to use multiple levels of questioning and make necessary adjustments to their lesson.	\$0.00
8	G1.B2.S1.A2	Coach will prioritize individual teachers for coaching cycle support based on student data	\$0.00
9	G1.B2.S1.A3	Coach will plan and model effective questioning strategies through common planning and coaching cycles.	\$0.00
10	G1.B2.S1.A4	Coach and teachers will develop a plan to make adjustments in lesson plan after using various strategies to check for understanding with students	\$0.00
11	G1.B2.S1.A5	The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the mini professional development sessions and coaching cycles.	\$0.00
12	G1.B3.S1.A1	During common planning coach will explain to the teachers the concern and barriers observed during walk-through.	\$0.00
13	G1.B3.S1.A2	The coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide and item specs.	\$0.00
14	G1.B3.S1.A3	Coaches will provide Professional Development to science teachers through common planning and district offered PD.	\$0.00
15	G1.B3.S1.A4	During common planning coaches will reflect and plan strategies for students to talk and collaborate during group work.	\$0.00

16	G1.B3.S1.A5	During common planning, strategies for student collaboration will be infused in the lesson plan. Coach will discuss and develop strategies to give students sample of work for collaboration among themselves.				\$0.00
17	G1.B3.S1.A6	Coach will model and plan effective questioning strategies through common planning and coaching cycle.				\$0.00
18	G1.B3.S1.A7	The administrative team and Science Coach will conduct classroom walkthroughs to assess the effectiveness of the mini professional development sessions and coaching cycles				\$0.00
19	G1.B4.S1.A1	Teachers will meet with administration to review Action plan				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$2,000.00
			Notes: Lesson Study Substitutes			
20	G1.B4.S1.A2	Literacy Coach will model unpacking of standards and the updated suggested lesson plan template to be used in common planning.				\$0.00
21	G1.B4.S1.A3	Social Studies teachers when planning will infuse check for understanding strategies and student collaboration opportunities in the lesson plans				\$0.00
22	G1.B4.S1.A4	Administration will conduct classroom walkthroughs to check for evidence of implementation of students collaborating, and understanding.				\$0.00
23	G1.B4.S1.A5	Re-Group with the Social Studies teachers to reflect on the effectiveness of student collaboration and determine if next steps are needed, or this barrier has been eliminated				\$0.00
24	G1.B5.S1.A1	Student Services department will continue to foster and maintain partnerships with on-site & community organizations (i.e. On site UM Clinic, TAP, The Alliance, Homeless Assistance Program, Bereavement Center, Institute for Children & Families) to provide services to NMB Sr. High students and families.				\$0.00
25	G1.B5.S1.A2	Communities in Schools will continue to provide opportunities for mentorship, tutoring, and internships for students as motivation tools and incentives				\$0.00
26	G1.B5.S1.A3	Attendance Review Committee will monitor and identify at-risk students to provide services for increase attendance.				\$0.00
27	G1.B5.S1.A4	Our CIS will conduct home visits for students with excessive absences, and will begin process for truancy packets				\$0.00
28	G1.B5.S1.A5	Scheduled parent conferences will be a means of communication between counselors, teachers, and parents to inform families of attendance policies and to discuss individual student attendance				\$0.00
29	G1.B5.S1.A6	Senior Parent Night will be a means of communicating with parents of seniors in an individualized format to inform and educate them regarding graduation requirements and senior year expectations.				\$0.00
30	G1.B5.S1.A7	Linking participation in student activities to attendance/ using PBS program				\$0.00
31	G1.B6.S1.A1	Continue to promote ACT/SAT registration for 12th graders pending the FSA Reading requirement.				\$0.00

Dade - 7541 - North Miami Beach Senior High - 2016-17 SIP
North Miami Beach Senior High

32	G1.B6.S1.A2	Provide in school and after school interventions for ACT, and SAT preparation utilizing interventionist funding, Title I & III Funds.	\$0.00
33	G1.B6.S1.A3	Collaboaration with community partner (City of North Miami Beach Library) that will provide free ACT preparation software.	\$0.00
Total:			\$2,000.00