

Miami-Dade County Public Schools

Miami Beach Nautilus Middle School



2017-18 Schoolwide Improvement Plan

Miami Beach Nautilus Middle School

4301 N MICHIGAN AVE, Miami Beach, FL 33140

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Miami Beach Nautilus Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The education stakeholders of Nautilus Middle School strive to provide our students with a safe, academically challenging, and culturally diverse environment that fosters the development of exceptionally strong character and intellect. It is our goal to empower students to reach their maximum potential and mature into responsible, self-sufficient, productive and compassionate members of society.

b. Provide the school's vision statement.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

2. School Environment

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

Nautilus Middle School's administration, faculty, and staff learn about student's cultures and builds relationships between teachers and students through various cultural-building events throughout the school year. Through cultural events that include Black History Awareness Month, Hispanic Heritage Month, and Disability Awareness Month, Nautilus Middle School participates in a wide-range of cultural activities which build relationships between teachers and students that result in increasing the academic performance of students and the International Baccalaureate mindset.

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

At Nautilus Middle School, an environment where students feel safe and respected is created through a tiered approach to addressing the safety needs of the student body. Through a comprehensive security plan that stations teachers, security guards, and administration throughout the building, students are constantly supervised in the hallways, cafeteria, classroom, and around the school campus. With periodic school-wide events and activities, students are motivated to demonstrate safe and respectful behavior on a daily basis and are able to earn preferred activities and various positive rewards. As a result of our proactive approach, we have received the "No Place for Hate" designation by the A.D.L. for five years.

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.

Taking a positive behavioral approach to motivating students, the school-wide behavioral system in place at Nautilus Middle School minimizes behavioral distractions and increases students' engagement during instructional time. Each classroom behavioral management system is based on a

“rewards-based approach to discipline.” Protocols for addressing unwanted student behaviors are used across a progressive continuum where students have opportunities to not only correct their behavior, but also earn back rewards that were lost. Behavioral expectations are made explicit to students not only by posting them in the classrooms, hallways, and cafeteria, but also through integrating behavioral expectations into the academic curriculum and instruction itself.

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.

The social-emotional needs of the student population at Nautilus Middle School are met through offering a differentiated approach to identifying the needs of students. Each and every student is observed in the classroom for not only academic progress and achievement, but also social-emotional functioning and ability to participate with peers and interact in a manner which is age-appropriate and requisite in a school and classroom setting. Some students receive additional social-emotional screenings which require the use of additional student services beyond the teacher. The few students who exhibit severe social-emotional needs receive individualized observation, assessment, and intervention through the implementation of a school support team.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System (EWS) indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner. These indicators are highly predictive of potential student failure, especially in terms of students dropping out of school. These indicators include:

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to suspension of more one or more days
- Students who score at FSA Level 1 in either ELA or Math
- Students who fail either ELA or Math
- Students who fail 2 or more of any course

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	32	13	16	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	0	0	0	80	107	146	0	0	0	0	333

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	96	113	127	0	0	0	0	336

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

Indicator 1: Our attendance services include parent contact, parent conference and an official letter leading to the development of the Truancy Packet.

Indicator 2: Our Alternative to suspension plan offers students an opportunity to attend an alternative site while serving suspension that allows them to complete school work.

Indicators 3 & 4: Students that fail Language Arts/Reading and/or score a level 1 on statewide assessments are assigned to the Intensive Course and have an opportunity to recover the course via Virtual School, at home or after school during Teen Club. Students that fail Mathematics and/or score a level 1 on statewide assessments will receive interventions in the form of pull-out, push-in, an Intensive Mathematics course and will also have the Virtual School option.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At the beginning of each year, an orientation is held to familiarize new families reviewing the school procedures, staff communication, programs and expectations. Administrators, teachers and support staff are present to answer questions and interact with the new families. During the orientation, representatives from the PTSA are available to share their experiences at Nautilus and also provide helpful tips and information for new families. This allows current families to interact with new families and build meaningful relationships. PTSA encourages parents to subscribe to their website and social media pages, where parents are kept abreast of school events and activities. Other forms of communication with parents include connect-ed messages, monthly school calendars, marquee, Coffee with the Principal, school newsletter, REMIND, school social media sites, and PTSA meetings. Finally, parents can keep informed of their child's progress daily through the Parent Portal. Interim progress reports are distributed mid-quarter and report cards are distributed quarterly. Parents are encouraged to contact their child's teacher by phone or email if there are questions or concerns in any class. Counselors and administrators are also available should parents need to speak to them.

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 PTSA facilitates community awareness of school programs and the community members involved in the school EESAC are intermediaries for these relationships.

Nautilus Middle School invites local government, businesses and community members to all functions and

builds partnerships by seeking support from these businesses. These interactions are evident during activities such as Coffee with the Principal, Rooftop at the Betsy, and City of Miami Beach Teen Club.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Murphy, Mary	Principal
Echemendia, Julio	Assistant Principal
Smith, Michael	Teacher, K-12
Gutierrez, Rosxana	School Counselor
Werner, Kim	School Counselor
Burns, Lissette	Teacher, K-12
Foote, Fwendolyn	Teacher, K-12
Fernandez, Rick	Teacher, K-12
Cotabarren, Christian	Teacher, K-12
Modia, Raimundo	Teacher, K-12
Iglesia, Gabriela	Teacher, K-12
Porter, Robin	Teacher, K-12
Lozano, Rodrigo	Attendance/Social Work
Schreiber, Margareth	Teacher, ESE
Eskin-rosenblatt, Alyssa	Assistant Principal
Velez, Juan	School Counselor
LaFrance, Renette	Instructional Coach

b. Duties

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

- 1) Rene Bellmas, Principal: Monitors all roles and responsibilities.
- 2) Julio A. Echemendia, Assistant Principal: Schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
- 3) Dr. Alyssa Eskin-Rosenblatt, Assistant Principal: Schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
- 4) Michael Smith, SCS: Monitors and revises small and whole group instruction.
- 5) Lissette Burns: Language Arts Chairperson and IB Coordinator: Plans and monitors reading interventions
- 6) Rosxana Guterrez, Guidance Counselor: Plans and monitors behavioral interventions.
- 7) Kim Werner, Guidance Counselor: Plans and monitors behavioral interventions.
- 8) Rodrigo Lozano, School Social Worker: Supports all behavioral interventions across each tier of support.
- 9) Juan Velez, Guidance Counselor: Plans and monitors behavioral interventions.
- 10) Margareth Schreiber, ESE Chairperson: Plans and monitors tier III interventions and supports all other interventions.
- 11) Gabriela Iglesia, Mathematics Chairperson: Plans and monitors mathematics interventions
- 12) Dr. Gwendolyn Foote, Science Chairperson: Monitors and revises small and whole group

instruction.

13) Robin Porter, Social Studies Chairperson: Monitors and revises small and whole group instruction.

14) Christian Cotabarren, ELL/Foreign Language Chairperson: Monitors and revises small and whole group instruction.

15) Raimundo Modia, Fine Arts Chairperson: Monitors and revises small and whole group instruction.

16) Rick Fernandez, Gifted Chairperson: Monitors and supports all interventions.

17) Renette Lafrance: Reading Chairperson and Coordinator : Plans and monitors reading interventions

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.

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
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Interim assessments
- State/Local Math and Science assessments
- FSA
- End of Course Exams
- Student grades

Behavior

- Student Case Management System
- Detentions
- Alternate to Suspension Program
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Referrals to special education programs

Students who are categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Nautilus Middle School. All efforts are made to provide these students with whatever supplies and other educational and social/emotional support is needed.

Nautilus Middle School meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses.

The District Policy Against Bullying and Harassment is implemented by providing all of students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Nautilus Middle School is an Anti-Defamation League (ADL) No Place For Hate® Schools site.

2. School Advisory Council (SAC)**a. Membership**

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

Name	Stakeholder Group
Rene Bellmas	Principal
Michael Smith	Teacher
Gwendolyn Foote	Teacher
Rick Fernandez	Teacher
Yolette Linwood	Teacher
Gabriella Iglesias	Teacher
Renette Lafrance (Chairperson)	Teacher
Christian Cotabarren	Teacher
Janet Rizvi	Education Support Employee
Dina Davis	Education Support Employee
Elisheva Rogoff	Parent
Samantha Bratter	Parent
Stacy Penson	Parent
Leslie Tobin	Parent
Julie Basner	Parent
Kara Burnstine	Parent
Jonathan Tamen	Student
Jacqueline Bernstein	Student
Yoshai Friedman	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of the 2016-2017 school year, the EESAC convened to discuss the status of the School Improvement Plan. During our first meeting of the 2017-2018 school year, assessment data was discussed as well as our plan for our current SIP.

b. Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The EESAC provides feedback and suggestions to the SIP writing team based on the school's data.

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

Our budget plan includes sharing copies of the entire school budget, not just the EESAC portion with its members. The EESAC portion of the budget will be spent on projects or programs selected by the members. The plan will help create a learning environment that supports the vision and mission of the school.

The members will work with the principal, faculty, and council members to promote increased student achievement and conduct meetings to facilitate and monitor the efforts associated with the School Improvement Plan. The EESAC has already discussed and approved the hiring of an interventionist in our area of need (Mathematics). This extra staff member will be utilized as a co-teacher in our lower level classes and used as a pull out instructor for small group learning. Additionally, the EESAC will work together to come up with providing extra support and materials to our ESE population.

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

During the 2016 -1017 school year, the Nautilus Middle School EESAC met regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies were being implemented and discussed its effect on student achievement. SAC members determined the use of EESAC funds to support student achievement and provided input as to the school budget to ensure compliance with District guidelines.

Funds in the amount of \$2,999.99 will be used to supplement programs, materials and incentives to enhance student achievement.

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
Murphy, Mary	Principal
Echemendia, Julio	Assistant Principal
Burns, Lissette	Teacher, K-12
Foote, Fwendolyn	Teacher, K-12
Fernandez, Rick	Teacher, K-12
Modia, Raimundo	Teacher, K-12
Cotabarren, Christian	Teacher, K-12
Iglesia, Gabriela	Teacher, K-12
Schreiber, Margareth	Teacher, K-12
Porter, Robin	Teacher, K-12
Eskin-rosenblatt, Alyssa	Assistant Principal
LaFrance, Renette	Instructional Coach

b. Duties

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

The function of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The administration, content area teachers, and other principal appointees who serve on this team meet at least once a month to share best practices in the area of on-going progress monitoring of reading data and data-based reading interventions. The major initiatives of the Literacy Leadership Team for this year are:

- Hold weekly grade level and department meetings for the purpose of planning instruction according to students need.
- Provide support and resources for the implementation of the Florida Standards in all content areas.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum
- Provide professional development based upon student assessment data and need.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Nautilus Middle School provides teachers with collaborative planning opportunities by scheduling grade level/department planning sessions. Professional Learning Communities are offered to the staff and participation is strongly encouraged. Cross curricula planning and articulation between grade levels occurs regularly to ensure the implementation of one vision from all staff. To maintain staff morale and positive working relationships, the school staff are encouraged to partake in school and family activities such as the talent show, Night of the Arts, Music Academy concerts, Academic Showcase and Drama and Dance performances, Miami Beach Feeder Pattern Expo, and STEAM designation. Additionally, we have interns completing hours from partnering local colleges.

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

New teachers are assigned a highly qualified mentor teacher, usually within the same department. Release time is provided for professional development in order to seek additional certifications.

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

The MINT program is utilized to ensure that new teachers are paired with their department chairperson that will serve as their mentor. Time is provided for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

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.

- Reviewing all lesson plans
- Classroom observations
- Attending department and grade level meetings
- Providing professional development opportunities
- Ensure that only the District's core instructional programs and accompanying supplemental materials are used

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.

The district pacing guide provides teachers with the framework to facilitate reading comprehension strategies and aligns teacher focus to the Florida Standards. Administrators periodically perform classroom walk-throughs to ensure that teachers are on pace with their delivery of instruction. If warranted, debriefings take place with identified teachers to ensure that instruction is modified to a high level of rigor. Our school incorporates reading and writing in every content area classroom. Teachers report findings on struggling students during our scheduled problem solving meeting days to secure additional resources and tutoring for these students. Administrators and student services staff members contact parents and offer tutoring services and support. Each teacher keeps a data binder with a history of data performance on their students. All scores from each data point are updated for each student and placed in the binders. After each assessment, scores are shared with other department teachers, leadership team members and students. These data chats serve to change instructional focus in order to achieve proficiency on the Florida Standards Assessments. Each teacher fills out a data protocol and adjust their benchmarks to target areas of need. Teachers also adjust student grouping in order to provide differentiated and targeted instruction. Additionally, teachers pull technology data reports every two weeks and submit to their department chairs to review with administration. Grade Level leaders and department leaders submit all team meeting agendas and minutes to administration each week.

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: Weekend Program

Minutes added to school year: 1,800

Students in the lowest 25% category, in Reading and/or Math, are targeted for our Saturday Tutorial Program. During this 3 hour session, students are given supplemental material to address deficiencies and prepare them for the FSA. Eighth grade students are also offered the opportunity for enrichment in the area of FCAT 2.0 Science.

Strategy Rationale

Research indicates that providing this group with additional instruction and support will have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Murphy, Mary, pr6541@dadeschools.net

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

Data is collected through I-Ready, district exams as well as topic tests. This data is analyzed by teachers and administrators, to determine the effectiveness of strategies and need to re-strategize.

Strategy: Extended School Day

Minutes added to school year: 4,080

All ELL students have opportunities for intervention in Reading and/or Mathematics during our after-school tutorial program. During these one hour sessions, students use the I-Ready and/or Achieve 3000 programs to address deficiencies and prepare them for the FSA.

All students enrolled in the after school Teen Club have opportunities for intervention in Reading and/or Mathematics, in a computer lab setting, using the I-Ready program.

Levels 1 and 2 students enrolled in the After-School All-Stars program have opportunities for intervention in Reading and/or Mathematics, in a computer lab setting, using the I-Ready program.

Strategy Rationale

A review of the data indicates that these students will benefit from this additional instructional time and with the added support will have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Murphy, Mary, pr6541@dadeschools.net

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

Data is collected during interim exams as well as topic tests. This data is analyzed by teachers and administrators, to determine the effectiveness of strategies and need to adjust instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Administration meets with all grade levels at the beginning of the year and reviews the parent/student handbook and the Code of Student Conduct. Counselors meet with students quarterly to discuss possible high school course options. A magnet fair is hosted where local high schools are invited to discuss their academic programs with eighth grade students.

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.

Current eighth grade students that completed a high school level course in the seventh grade are eligible to take dual enrollment courses offered by Miami-Dade College. The course is offered on our

campus taught by a Miami-Dade College instructor. Additionally, our students in the ASD program participate in Community-Based Instruction (CBI).

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

Students currently have two opportunities to earn Industry Certifications:

1. Computer Applications in Business
2. Culinary Arts

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

Students enrolled in Industry Certification courses are exposed to the Florida Standards in both Reading and Mathematics during opening bell-ringer assignments.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 increased in all content areas, then student achievement will improve.

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 increased in all content areas, then student achievement will improve. 1a

G096893

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
Math Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	51.0
Civics EOC Pass	71.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Pacing Guides, Gateway to Data, CPALMS, i-Ready, Edgenuity, Gizmos, IPREP, Achieve 3000, Imagine Learning, Department Chairpersons, Department Meetings, Promethean Boards, tablets, classroom and lab computers, Teen Club, and tutoring program, Discovery Education, My onReader, Carnegie Learning Mathia software, student Textbooks, Explore Learning Reflex (6-8), Algebra Nation (6-8), Khan Academy (6-8), Illustrative Mathematics items, Unwrapping the Standards template, BYOD Resources (6-8), NBC Learn, PBS Learning Media, Extended Learning Modules on Learning Village, Gateway to American Government text and Technology

Plan to Monitor Progress Toward G1. 8

Administrators will monitor teacher's lesson plans to ensure data is being used to drive instruction.

Person Responsible

Mary Murphy

Schedule

Weekly, from 9/18/2017 to 11/24/2017

Evidence of Completion

Teacher lesson plans and data reports.

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 increased in all content areas, then student achievement will improve. 1

 G096893

G1.B1 There is limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction. 2

 B260641

G1.B1.S1 Increase effective planning and instructional delivery utilizing the item specs and higher order questioning. 4

 S276043

Strategy Rationale

Plan for and deliver instruction that is based on standards. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Use data from formal and informal assessments to guide instructional practice and planning in all departments.

Person Responsible

Mary Murphy

Schedule

Weekly, from 9/18/2017 to 11/24/2017

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations.

Action Step 2 5

Conduct daily classroom walkthroughs to monitor the effective implementation of classroom instruction incorporating classroom conversations.

Person Responsible

Mary Murphy

Schedule

Daily, from 9/18/2017 to 11/24/2017

Evidence of Completion

Teacher lesson plans, notebooks/student folders, and classroom observations.

Action Step 3 5

Identify students in the lowest 35% and offer tutoring and pull-out interventions for Reading, Mathematics, Civics, Writing, and grade 8 Science, during the school day, after school, Saturdays, and core instruction.

Person Responsible

Alyssa Eskin-rosenblatt

Schedule

Quarterly, from 10/9/2017 to 4/6/2018

Evidence of Completion

Student Rosters and intervention schedules.

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

Administration will monitor the teacher's use of data reports to drive the delivery of instruction and identify teachers in need of additional support. Support will be provided by the leadership team.

Person Responsible

Mary Murphy

Schedule

Weekly, from 9/18/2017 to 11/24/2017

Evidence of Completion

Data reports, meetings agendas, sign-in sheets, collaborative Planning, lesson Plans, student work, walk-through logs.

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

Administration will conduct data chats with teachers and students and monitor data reports for increased academic performance.

Person Responsible

Mary Murphy







Schedule

Weekly, from 9/18/2017 to 11/24/2017

Evidence of Completion

Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399655	Administrators will monitor teacher's lesson plans to ensure data is being used to drive...	Murphy, Mary	9/18/2017	Teacher lesson plans and data reports.	11/24/2017 weekly
G1.B1.S1.MA1  M399653	Administration will conduct data chats with teachers and students and monitor data reports for...	Murphy, Mary	9/18/2017	Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.	11/24/2017 weekly
G1.B1.S1.MA1  M399654	Administration will monitor the teacher's use of data reports to drive the delivery of instruction...	Murphy, Mary	9/18/2017	Data reports, meetings agendas, sign-in sheets, collaborative Planning, lesson Plans, student work, walk-through logs.	11/24/2017 weekly
G1.B1.S1.A1  A371351	Use data from formal and informal assessments to guide instructional practice and planning in all...	Murphy, Mary	9/18/2017	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations.	11/24/2017 weekly
G1.B1.S1.A2  A371352	Conduct daily classroom walkthroughs to monitor the effective implementation of classroom...	Murphy, Mary	9/18/2017	Teacher lesson plans, notebooks/ student folders, and classroom observations.	11/24/2017 daily
G1.B1.S1.A3  A371353	Identify students in the lowest 35% and offer tutoring and pull-out interventions for Reading,...	Eskin-rosenblatt, Alyssa	10/9/2017	Student Rosters and intervention schedules.	4/6/2018 quarterly

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 increased in all content areas, then student achievement will improve.

G1.B1 There is limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction.

G1.B1.S1 Increase effective planning and instructional delivery utilizing the item specs and higher order questioning.

PD Opportunity 1

Use data from formal and informal assessments to guide instructional practice and planning in all departments.

Facilitator

Lissette Burns

Participants

All teachers

Schedule

Weekly, from 9/18/2017 to 11/24/2017

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	Use data from formal and informal assessments to guide instructional practice and planning in all departments.				\$0.00
2	G1.B1.S1.A2	Conduct daily classroom walkthroughs to monitor the effective implementation of classroom instruction incorporating classroom conversations.				\$0.00
3	G1.B1.S1.A3	Identify students in the lowest 35% and offer tutoring and pull-out interventions for Reading, Mathematics, Civics, Writing, and grade 8 Science, during the school day, after school, Saturdays, and core instruction.				\$2,999.99
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	510-Supplies	6541 - Miami Beach Nautilus Middle School	Other Federal		\$2,999.99
			Notes: EESAC funds will be used to hire interventionists, purchase student supplies and recognition awards, and to provide transportation for student to and from Saturday tutoring sessions.			
					Total:	\$2,999.99