

Miami-Dade County Public Schools

North Miami Beach Senior High



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 North Miami Beach Senior High

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.

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.

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 is determined by teacher recommendation, past performance, standardized test results, and student and parent request. North Miami Beach Senior High School offers a number of academies. The purpose of the academies is to provide students a more focused education and allow students the chance to experience hands-on learning techniques 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 parts of the world as a result the school consistently building bridge between teachers and students and outside stakeholders by holding events such as Black History, Haitian Flag Day, Hispanic Heritage, Think Pink Walk (teachers and students walk together) etc. In addition, 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, Science Technology Engineering Arts Mathematics (STEAM) innovative activities and meeting etc. Furthermore, the school has an open door policy in which parents and 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 telephone 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, the leadership understands that every student deserves a stellar education in a safe environment which is conducive to learning. Staff members make every effort to ensure that students are treated with respect and that they feel safe. The following are programs and supports 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 students, teachers, administrators, counselors are also components of this program.
- School Police and Security Guards: Secure, patrol and monitor the hallways to ensure the school is safe.
- Guidance Counselors: Implement programs such as iAttend and intervene with attendance problems, work with students, families and the School Attendance Review Team on attendance related issues/problems and 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, the school adheres to 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 address the root cause of the displayed behavioral issue; in the other hand, the students who display Level I and II behaviors are referred to their respective counselors and SCSI, school center for special instructions.
- Through school-wide STEAM integration, teachers will utilize cross curricular best practices, strategies and create lesson plans that engage students during instructional time thus reduce behavioral incidents.

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:

- Dr. Stacy Davids, School Psychologist: Provides data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, 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.
- Stephanie Henry, Community Involvement Specialist: Participates in data-based decision making and she is the liaison between the school and the external stakeholders.

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 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 FSA 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	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	31	50	38	130
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	241	1	221	165	628

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	186	32	144	103	465

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. The people Responsible are Teachers, Grade Book Manager, Counselors, and Community Involvement Specialist. Our evidence of completion will be completed Data and Attendance Data chats. The facilitators are the School Administration, Student Services and Community Involvement Specialist (CIS). We plan to monitor the implementation with fidelity. Parents will actively participate in workshops to assist with ways to increase attendance and academics. The people responsible are the Community Involvement Specialist and Graduation Coach. These Data chats will be held quarterly. The evidence of completion will be sign in sheets\log.

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

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

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 and the City of North Miami Beach Education Committee. North Miami Beach also has 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) 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 schedules meetings and activities, encourage parents to support their child's education, provides materials, and encourage parental participation in the decision making processes at the school site. Through STEAM integration, community partnerships will be established to ensure mentorships, job shadowing and scholarship opportunities in order to increase students' academic achievement.

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
Milliken, Randy	Principal
Challenger, Sacha	Assistant Principal
Ridore, Billy	Assistant Principal
Volcy, Selena	Assistant Principal
Mendieta, Giselle	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 Vice Principal of Curriculum: Maintains all documentations including assessments, progress monitoring, tutoring services and data analysis reports.

Sacha T. Challenger (Vice Principal), Billy Ridore, Selena Volcy and Giselle Mendieta, 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 Eugenie Laguerre (Reading Coaches) and Frank Torres (Math Coach)

Assist in the implementation of a strong core instruction, 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.

Jeff Shaw, 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 (Joseph Masselle), Mathematics (Ralph Gedeon), Science(Vania Boeva), Social Science (Roger Mabe), ESE (Debra Roncallo), ELL (Rachel Lafrance) and Electives (Reiner Luzardo and Keisha Smith) Departments 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.

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

Community Involvement Specialist, Stephanie Henry: 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. This year, we will be hiring 3 interventionists to support Reading, Math and Social Studies.

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

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
- ELA 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
	Parent
Randy Milliken	Principal
Veronica Martin	Teacher
Alicia Gant	Teacher
Matthew Wohl	Parent
Vetiac Micheline	Teacher
Vania Boeva	Teacher
James Davis	Teacher
Adam Pasternack	Teacher
Renaldine Lafleche	Student
Brozsche McLean	Student
Majorine Branchedor	Student
Jennifer Flores	Student
Gabrielle Civil	Student
Diego Padilla	Student
Chantelle Rodriguez	Student
Yalena Bello	Student
Jocelyn Davis	Student
Sophonie Israel	Student
Layla Chong	Student
Shantelle Maxwell	Business/Community
Eric Moss	Parent
Eva Grant	Parent
Cherry Rivers	Parent
Amanda Simon-Gant	Teacher

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 first meeting of the SAC for the 2017-2018 school year, all members of the SAC will review the SIP for the 2016-2017 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 were in accordance with the committees' bylaws and funding guidelines.

Total Budget for 2016-2017 EESAC 18694.84
Date Person Requesting Reason for Funding Funding Proposed Total - 10 / 19 / 2016 8090
10/16/2016 Milliken Incentives 2999 Revised Total - 11 / 16 / 2016 15695
10/16/2016 Davis PSAT Tests 735
12/12/2016 Norona Novels 270 Revised Total - 12 / 12 / 2016 15695.84
12/12/2016 Mabe Ink for Printers 552.5
12/12/2016 Stoval Microphones 240
12/12/2016 Jean Beautification 1800
12/12/2016 Smith / Eric Drama scripts 70
1/11/2017 Luzardo Print Heads 441.14
2/27/2017 Chacin / Tetu Recorders 1300.5
2/27/2017 Balsano Books 394.6
3/20/2017 Gorvetzian Project Shine 772.16 Latest Stated Budget 3/20/2017 10627.11
3/20/2017 Neufeld AP Capstone Supplies 407.73
3/20/2017 Blodinger Computer Cameras 299.9
3/20/2017 Fontaine Math Supplies 4608.99
3/20/2017 S.G.A. - Bertani Beautification 314
3/20/2017 Norona AP Summer Institute 625 Latest Stated Budget After 3/20/2017 3962.06
4/24/2017 Fontaine Returned Funds -628.65
4/24/2017 Parker Magnet Packages 1449
4/24/2017 Smith Storage Materials 617.9
4/24/2017 Boeva Lab Equipment 1575.52
4/24/2017 Davis Testing Supplies 805.93
4/24/2017 Davis Left over - Testing 142.3
Total Spent 19792.52
Total Had 18,694.84
Overspent 1097.68

***Mr. Milliken agreed to cover the over spent amount from his special purpose account.

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
Ridore, Billy	Assistant Principal
Challenger , Sacha	Assistant Principal
Volcy, Selena	Assistant Principal
Chacin, Daria	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
Stoval, Rashi	Instructional Coach
Balsano, Mariaceleste	Teacher, K-12
Laguerre, Eugenie	Instructional Coach
Torres, Frank	Instructional Coach
Celestin, Vanessa	Teacher, K-12

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 team members 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 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.

- 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.
- Schoolwide STEAM cross curricular instructional strategies.
- 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 pannel. North Miami Beach's administrators are responsible for providing and monitor professional development based on need 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 monthly 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 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. 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 STEAM activities within Science Technology Engineering Arts and Mathematics 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 STEAM activities within Science Technology Engineering Arts and Mathematics classes, that focus on project based learning with the intent of leading towards future careers.
- 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 disaggregate 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 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.

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 collegereadiness 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-bound 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 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 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, Criminal Justice, 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:

3-D Animation Technology
Advanced Placement 2-D Studio Art
Accounting Applications
Business & Entrepreneurship
Creative Photography
Culinary Arts
Digital Design
Digital Information Technology
Digital Media/Multimedia Foundations
Diversified Career Technology
Electrocardiograph
Health Science
Nursing Assisting
Web Scripting

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, 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 who pursue and are successful in post-secondary areas of enrichment. School site Student Services professionals implement lessons which focus on improving life 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 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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If academic programs improve, then academic 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 academic programs improve, then academic achievement will increase. 1a

G097022

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	33.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	70.0
Attendance rate	94.5
4-Year Grad Rate (Standard Diploma)	80.0

Targeted Barriers to Achieving the Goal 3

- Data chats are conducted infrequently both formally and informally with limited follow-up and feedback.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Literacy Coaches, collaborative planning, HMH, READ 180/System44, 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, 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, Remind App, City Year
- 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

Sacha Challenger

Schedule

Monthly, from 9/28/2017 to 5/9/2018

Evidence of Completion

Topic Assessments data, Collections Unit Assessment Data, FSA Data, EOC 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

1 = Problem Solving Step  S123456 = Quick Key

G1. If academic programs improve, then academic achievement will increase. 1

G097022

G1.B1 Data chats are conducted infrequently both formally and informally with limited follow-up and feedback. 2

B261021

G1.B1.S1 Data chats with teachers and administrators will be conducted monthly and teachers will develop lesson plans or intervention groups that target student deficiencies based on student data, best practices, and standard aligned grading. 4

S276381

Strategy Rationale

To improve instructional delivery in addition to teachers and students becoming familiar with their data familiarization with their data.

Action Step 1 5

Administration will conduct classroom visitations with the purpose of reviewing students data chats forms

Person Responsible

Billy Ridore

Schedule

Monthly, from 9/27/2017 to 5/25/2018

Evidence of Completion

Administrator log

Action Step 2 5

The school will hold two professional developments opportunities on Data Chats and Standard Based Grading.

Person Responsible

Selena Volcy

Schedule

On 10/27/2017

Evidence of Completion

PD Sign in Sheets

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

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Billy Ridore

Schedule

Weekly, from 9/22/2017 to 5/23/2018

Evidence of Completion

Walkthrough Logs and Coaching Logs

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

Administrative Walkthroughs and students folder check

Person Responsible

Billy Ridore

Schedule

Daily, from 9/28/2017 to 5/2/2018

Evidence of Completion

Administrative walkthrough logs, administrator reflection on completed coaching cycle

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.B1.S1.A2 A372298	The school will hold two professional developments opportunities on Data Chats and Standard Based...	Volcy, Selena	10/27/2017	PD Sign in Sheets	10/27/2017 one-time
G1.B1.S1.MA1 M400420	Administrative Walkthroughs and students folder check	Ridore, Billy	9/28/2017	Administrative walkthrough logs, administrator reflection on completed coaching cycle	5/2/2018 daily
G1.MA1 M400422	Data collected from Assessments both Informal and Formal will be use to determine progress towards...	Challenger , Sacha	9/28/2017	Topic Assessments data, Collections Unit Assessment Data, FSA Data, EOC Data	5/9/2018 monthly
G1.B1.S1.MA1 M400421	Administrative Walkthroughs and Effective Coaching Cycles	Ridore, Billy	9/22/2017	Walkthrough Logs and Coaching Logs	5/23/2018 weekly
G1.B1.S1.A1 A372297	Administration will conduct classroom visitations with the purpose of reviewing students data chats...	Ridore, Billy	9/27/2017	Administrator log	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. If academic programs improve, then academic achievement will increase.

G1.B1 Data chats are conducted infrequently both formally and informally with limited follow-up and feedback.

G1.B1.S1 Data chats with teachers and administrators will be conducted monthly and teachers will develop lesson plans or intervention groups that target student deficiencies based on student data, best practices, and standard aligned grading.

PD Opportunity 1

The school will hold two professional developments opportunities on Data Chats and Standard Based Grading.

Facilitator

Selena Volcy

Participants

All Teachers

Schedule

On 10/27/2017

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	Administration will conduct classroom visitations with the purpose of reviewing students data chats forms	\$0.00
2	G1.B1.S1.A2	The school will hold two professional developments opportunities on Data Chats and Standard Based Grading.	\$0.00
Total:			\$0.00