

North Miami Senior High School



2017-18 Schoolwide Improvement Plan

North Miami Senior High School

13110 NE 8TH AVE, North Miami, FL 33161

<http://nmhs2.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)
High School 9-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

All teachers are committed to a shared set of behavioral expectations and routines that reflect the school-wide goals for safety and orderliness; students are aware of and have had input into the shared expectations. Adults and students consistently intervene when they observe inappropriate behavior, such as bullying or harassment.

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.

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

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

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.

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

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.

There are five primary Early Warning indicators in use at our school: attendance, suspensions, course failure and low performance on state assessments. The attendance indicator is triggered when a student's attendance is below 90 percent, regardless of whether absence is excused. Students who receive one or more suspensions, whether in school or out of school or placement at Success

Academies are also flagged by the Early Warning System (EWS). Course failure in English Language Arts or mathematics as well as a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics indicate academic difficulties which need to be analyzed and addressed to ensure students do not fall behind academically. Student services tracks academic progress and meets with students who are failing after first, second and third quarter.

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	0	0	0	12	57	47	102	218	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	257	311	364	306	1238	

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	266	45	191	131	633

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

North Miami Senior High School will continue to utilize the Student Code of Conduct by providing incentives for compliance, using the research based approach of Positive Behavior Support (PBS). In addition, we will continue to utilize the Alternative to Suspension Programs (ASP), such as Peer Mediation, counseling, and by continuing to implement the City Year mentoring program throughout the school with the focus being on the incoming freshman class.

Additionally, students are scheduled in a Freshman Experience class in grade 9. The curriculum used is called iTransition. The district has provided a social worker to provide this social emotional support to all students. Furthermore, the school's Counselors, Deans of Discipline and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension.

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

North Miami Senior High School builds positive relationships with families by providing opportunities for parents to be involved in their child's academic progress. Those opportunities include conducting an Annual Title 1 Meeting, Open House, EESAC meetings, Parent Resource workshops and Parent Nights at which time parents meet one-on-one with their child's counselor to be informed about their child's academic progress. Furthermore, the school's mission and vision are reinforced daily as evidenced by the variety of academic, vocational and extra-curricular programs that are offered to meet the needs of all students. Parents are kept informed about their child's attendance and of school events via the BlackBoard Connect platform. Additionally, teachers are encouraged to make first contact with parents to share positive observations and to establish a partnership in the education of the student. The Community Involvement Specialist also assist parents in setting up and accessing the Parent Portal as a means to monitor their child's progress in addition to them receiving an Interim Progress Report.

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 North Miami Senior High School's website provides resources and information to students, parents, teachers, faculty, staff and the community. NMSHS also employs a Community Involvement Specialist (CIS) to assist the school site in building active partners and relationships within the community. This individual collaborates with the administration, works in collaboration with student services, and assists with home visits.

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
Lacouty, Patrick	Principal
Garbutt, Ursula	Assistant Principal
Ruiz, Elvira	Assistant Principal
Loubeau, Diana	Assistant Principal
Osorio, Roniel	Assistant Principal
Larkin, Chandrell	Assistant Principal
Glueck, Mary	Instructional Coach
Rush-Lissade, Tiya	Instructional Coach
Golaub, Audrey	Teacher, K-12
Lewis, Brenda	Teacher, K-12
Marzouka, Josiane	Teacher, K-12
Francois, Marie	Teacher, K-12
Gregory, Kenneth	Teacher, K-12
Litman, Kenneth	Teacher, K-12
Chester, Karen	Teacher, K-12
Smith, Tanya	Instructional Coach
Estime, Claudine	Teacher, K-12

b. Duties

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

The Administrative Team includes Mr. Patrick Lacouty, Principal; Dr. Ursula Garbutt, Vice Principal; Ms. Elvira Ruiz, Assistant Principal; Ms. Diana Loubeau, Assistant Principal; Mr. Roniel Osorio, Assistant Principal and Ms. Chandrell Larkin, Assistant Principal. The Administrative Team is responsible for:

- Aligning plans and procedures to execute the vision of the school
- Analyzing student achievement results and making instructional decisions based on student data
- Maintaining a safe learning environment for all students, faculty and staff
- Modeling instructional and organizational leadership
- Faculty professional development
- Management of the school facility.

The School Leadership Team includes Ms. Mary Glueck and Ms. Tonya Smith, Reading Transformational Coaches; Ms. Tyia Rush-Lissade, Mathematics Transformational Coach; Ms. Jaclyn Schroder, ELA Department Chairperson; Ms. Audrey Golaub, Science Department Chairperson; Ms. Brenda Lewis, Social Studies Department Chairperson; Ms. Josiane Marzouka, Foreign Language Department Chairperson; Ms. Marie Francois, ESE Department Chairperson; Ms. Claudine Estime, ESOL Department Chairperson; Mr. Kenneth Gregory, Fine Arts Department Chairperson; Mr. Kenneth Litman, Vocational Department Chairperson; and Ms. Karen Chester, Physical Education Department Chairperson. The School Leadership Team will focus on:

- Aligning plans and procedures to execute the vision of the school
- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicating with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development

Additionally, Ms. Davonna Innerarity, Student Service Department Chairperson; Ms. Martha Subias-Porro, Graduation Coach and Mr. Joseph Laforest, School Psychologist monitor, process, and collect data for students identified by teachers as possibly in need of academic and/or behavioral intervention. Once students' needs are ascertained, the team will coordinate and complete documentation for the Rtl process to ensure that the needs of the students are met.

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.

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

Title I, Part A

Title I support services are provided at NMSHS to ensure all students requiring additional remediation are assisted through after/during/before-school programs, Saturday Academy, and any other intervention program as needed. NMSHS will coordinate with the District Title I office in ensuring staff development needs are adequately addressed. Support services are provided to all students assigned to NMSHS. NMSHS's leadership team will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The leadership team will also identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs provide intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components are

integrated into NMSHS's schoolwide program include an extensive Parental Program; Saturday Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent youths through our student services department.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

NMSHS will enlist the assistance of the District Homeless Social Worker as needed in order to secure resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) NMSHS receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

NMSHS seeks to ensure a successful educational experience for all registered homeless children by collaborating with parents, schools, and the community at large as required by the Homeless Assistance Program. Through the assistance of Project Upstart, Homeless Children & Youth Program NMSHS assists with the appropriate identification, enrollment, attendance, and transportation of homeless students to and from NMSHS. The school registrar fully adheres to the District's policy on the enrollment of homeless students. Moreover, school counselors also adhere to the McKinney Vento Homeless Assistance Act by ensuring all registered homeless children and youth are not stigmatized or separated, segregated, or isolated because of their status as homeless, and they assure all registered homeless children are provided with all of the entitlements necessary so they are able to access a free and appropriate education. Lastly, through the assistance of Project Upstart, NMSHS supports a homeless sensitivity and awareness campaign throughout the school.

Head Start

Not applicable

Adult Education

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

Career and Technical Education

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

Job Training

Partnerships with community based public and private (for-profit and not-for-profit) entities will provide students at NMSHS with job skills based programs allowing students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. During the 2016-17 academic year, NMSHS will offer the following job skills based programs in order to further develop student employability skills: Cooperative Diversified Education (CDE), Diversified Career Technology for the Handicapped (DCT-H), Career Experience Opportunity Program (CEO), Project Victory, Internships for Trainable Mentally Handicapped students at the Veterans Medical Center, an MDCPS Job Coach, National Academy Foundation, and Florida Workforce Development.

Other: Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual

Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Hudson	Teacher
Robert Baglos	Teacher
Lauren Zelniker	Teacher
Jeanette Woods	Teacher
Audrey Golaub	Teacher
Kendra Hall	Education Support Employee
Norissa Glickman	Business/Community
Keith Hall	Business/Community
Michellene Jean	Parent
H. Leigh Toney	Business/Community
Nayib On-Sang	Student
Jacylyn Schroder	Teacher
James Stuart	Parent
Jason Glasford	Principal
Annaise Oge	Teacher
Fastiana St. Fleur	Student
Alourdes Pierre	Business/Community
Majorie Saravia	Business/Community
Richemonde Domond	Teacher
Sandra Stuart	Parent
Tamia Pierre	Parent
Mikalya Hyles	Parent
Nicholas Emmanuel	Education Support Employee
Green-Shalley, Renee	Teacher
Lucas, Lucie	Parent
Flowers, Lashawn	Business/Community
Pierre, Alourdes	Business/Community

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

The Literacy Leadership Teams, departments and common planning teams by subject work together to review, reflect and amend the plan in terms of what worked and what did not work. After reviewing their section under the leadership of their instructional coach and/or department chairperson, each discipline turned in their reflection/ change form (from OSI) to the assistant principal who in turn presented the information to the Educational Excellence School Advisory Council (EESAC) on May 4, 2016. The document summarized the reflections/rationale by our faculty towards the MID YEAR performance statistics as they relate to meeting the Annual Measurement Objectives (AMO) in the areas of Reading, Algebra, Geometry, Biology, and Writing. The EESAC reviewed this document and offered no changes.

b. Development of this school improvement plan

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

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

The EESAC will have the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

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

The EESAC board members were presented with the school's annual budget and plan and were afforded an opportunity to provide recommendations for the allocation of funds. The EESAC chairperson advertised to the staff that if they are interested in using these funds they must attend the October meeting with their proposals. EESAC will vote on which proposals will be spent and approved with EESAC dollars.

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

The school improvement funds in the amount of \$12,259.00 were used in the following manner:

School-wide Literacy Initiative -- \$3,064.75
 Positive Behavior Support Incentives -- \$1,532.37
 Academic Recognition -- \$1,532.38
 Academic Academy Recognition -- \$3,064.75
 Support of school clubs/organizations -- \$3,064.75

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
Lacouty, Patrick	Principal
Garbutt, Ursula	Assistant Principal
Ruiz, Elvira	Assistant Principal
Loubeau, Diana	Assistant Principal
Osorio, Roniel	Assistant Principal
Glueck, Mary	Instructional Coach
Rush-Lissade, Tiya	Instructional Coach
Laforest, Joseph	Psychologist
Chester, Karen	Teacher, K-12
Coomansingh Coard, Kim	Teacher, K-12
Francois, Marie	Teacher, ESE
Franks, Andre	Teacher, Career/Technical
Golaub, Audrey	Teacher, K-12
Gregory, Kenneth	Teacher, Career/Technical
Lewis, Brenda	Teacher, K-12
Litman, Kenneth	Teacher, Career/Technical
Marzouka, Josiane	Teacher, K-12
Subias Porro, Martha	School Counselor
Quineos, Conswella	Teacher, ESE
Larkin, Chandrell	Assistant Principal

b. Duties

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

LITERACY STRATEGIES: Teachers at North Miami Senior High School will model and use literacy strategies during classroom instruction as evidenced by their lesson plans, instructional delivery and student work folders. Literacy strategies are shared during Curriculum Council and Faculty meetings to promote literacy across the curriculum. Beyond this, Reading Plus is used to encourage independent instructional level reading. Students are invited to attend an ice cream social every nine weeks if they 'level up' in the program. Additionally, through a collaborative effort with Florida International University, "The Reading Scene" offers students an opportunity to receive individual support with reading by graduate level instructors.

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 share best practices, design collaborative research lessons, analyze and discuss student work and assessment data, provide explicit, corrective feedback on student work products and create

differentiated lessons during common planning. A structured framework is used during common planning that allows these highly qualified instructors to collaborate, challenge one another and plan with the highest of expectations for themselves and their students.

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

Post vacant positions on Teacher Math Job Board: Principal, Vice Principal

Ongoing Communication with District Recruitment Office: Principal

Ongoing partnership with Teach for America (TFA) in support of Corps Members: Principal, Assistant Principal

Common Planning Activities: Academic Coaches, Department Chairs

Assignment of New Teachers to Mentor Teachers: Assistant Principal

District New Teacher Orientation Professional Development: Vice Principal

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

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

Through the District's Mentorship and Induction of New Teachers program (MINT), each first-year teacher is assigned a mentor from the school who has attended a two day mentor Training through the District. The mentees are paired with veteran teachers whose students have shown improvement in reading, math and/or science as evidenced in achieving learning gains and/or by scoring at high performance levels on the ELA-FSAs/or EOCs. An example of this pairing is of a veteran Health Science teacher mentor and a novice Engineering teacher mentee in order to provide support and guidance through the National Academy Foundation guidelines.

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

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.

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

Furthermore, to ensure that core instructional programs and materials are aligned to the Florida Standards, school administrators, instructional coaches, department chairpersons and District support personnel work as a cohesive unit to guide the process of differentiated professional development, lesson planning, instructional delivery and data analysis. The Achievement Level Descriptors, the

District's Pacing Guide and teacher editions and resources are systematically utilized to unpack the standard, define a learning target, design a daily end product and plan a final, culminating end product and assists with alignment of the programs and material which is reflected in the teachers' common board configuration, lesson plans and student folders. The common board configuration in every classroom allows instructional coaches, administrators, and all visitors a conspicuous visual of the instructional framework, daily agenda and benchmark focus. Frequent assessments helps administrators and teachers make good decisions and take the right actions to improve student learning. After standards have been taught, benchmark assessments are administered to identify mastery and non-mastery students.

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 classroom instructor follows the 90 minute instructional framework in order to differentiate instruction to meet the needs of diverse students. The 30-30-30 format is focused on whole group instruction, teacher-led small group and and opportunity for differentiated instruction. The students are grouped based on data from either the FSA, EOC, or FAIR-FS. The data being used by the teachers to target instruction depends on the subject that is being taught.

In addition, the classroom instructor, coach, and administrator monitor students' progress and have data chat meetings to identify target and remedial points, and the instructor arranges groups for differentiated instruction. During these data chat meetings, the instructor sets goals for the students. The instructor then has individual data chats with students in order to show them their areas of strength and weakness. The student is also held accountable for creating goals that will help them to monitor their progress and concentrate on the areas needing improvement.

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: 4,800

North Miami Senior High School offers students additional time for learning in both remediation and enrichment. Students are offered After School Tutoring, Dual Enrollment and Advance Placement Courses as well as participation in Academy courses.

Strategy Rationale

The rationale behind this strategy is that it ensures we meet the needs of all of our students by providing additional educational support during and after school. This strategy allows our students to become equipped with the necessary tools to become high-achieving students, attend post secondary institutions and ultimately be a productive citizen.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Larkin, Chandrell, clarkin@dadeschools.net

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

Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is being taught is effective. In addition, data is analyzed from the professional development to find out which staff members have attended and if best practices are being implemented in the classrooms.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

Every year, after the administration of standardized assessments, students and parents participate in an academy fair. Our annual academy fair exposes all members of our learning community to next year's curricular offerings. The aim is to inform all students' of the school's academies and course offerings so all students can make a free and informed choice of the academy they wish to participate in for the forthcoming academic year. Prior to the academy fair, lead teachers engage in an academy promotion effort and marketing blitz. NMSHS's academy marketing campaign aims to engage the community at large about the school's curricular offerings. After the course selection fair, students

meet one-on-one with their counselors and academy Lead Teachers to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parental signatures. The major area of interest through the selection of an academy curriculum is entered in the ePersonal Education Planner (ePEP) on the FLDOE web site. A student can track their progression to accomplishing the selected course of study through the ePEP.

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

North Miami Senior High School offers students elective courses supportive of our academy conversion effort in the areas of engineering, business, museum studies, health science, international studies, and the humanities. Many of these courses of study focus on job skills, offer students internships and industry certification exams including Photoshop, Dreamweaver, Flash, and Microsoft Office Specialist, Quickbooks, ServSafe, Auto Desk, Certified Medical Administrative Assistant and Certified EKG Technician. Additionally, a daily focus of the school is for teachers to ensure instruction remains relevant with real world exercises built into all curriculum areas. Teachers are also provided reading materials, writing prompts, and “bell ringer” activities based on current events in order to further increase class rigor and relevance and to increase student awareness of global issues while increasing literacy.

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

Through the assistance of North Miami Senior High School’s administrative team and the student services department, teachers implement lessons, and instructional methodologies that focus on career and technical skills. Focusing on these skills help to foster personal effectiveness, planning for life after high school, surviving after high school and succeeding in post-secondary academic institutions. Postsecondary transitional planning occurs at North Miami Senior High School primarily through consultation with our students’ guidance counselors. Several parent information nights are held throughout the academic year in order to educate parents about post-secondary options, as well. The Graduation Coach plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT, ACT, and/or PERT by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with completing the applications for these examinations. Once the scores are posted, the priority will be to increase the number of students attending a post-secondary institution by assisting them with the application process and financial aid process. In addition, the Graduation Coach will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted at North Miami Senior High School as well as a Senior Parent night. Furthermore, Exceptional students in pursuit of a special diploma take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of all graduating disabled students. ASVAB and PERT testing will be conducted; college site visits, job shadowing and other academic and career planning activities take place across the school in order to support our Postsecondary transition plan.

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 Senior High provides students with multiple resources to prepare students for their post secondary goals. Students are offered the opportunity to matriculate through Advanced Placement classes in over 17 curriculum areas including 3-D Design Portfolio, Psychology, US History, English Literature, Chemistry and Calculus. Furthermore, students meeting the criteria for college level instruction are enrolled in Dual Enrollment classes offered by Miami-Dade College, St. Thomas University and Florida International University. North Miami Senior High School also hosts multiple magnet programs that offer students the unique courses of study that focuses on students' interest,

talents and abilities. The International Baccalaureate (IB) program offers a rigorous diploma curriculum approved by the International Baccalaureate Organization (IBO) based in Geneva Switzerland. IB diploma candidates are assessed at international standards in six areas with three exams taken at a higher level (HL) and three exams taken at a standard level (SL). In addition, IB diploma candidates must complete a 150-hour creativity, action and service requirement, write a 4,000 word independently researched Extended Essay, and complete a class of Theory of Knowledge. Additionally, all students are enrolled in an academy upon their entry into North Miami Senior High School. Each academy course provide instruction and research on career development and post-secondary endeavors. Many of these courses of study focus on job skills, offer students internships and industry certification exams including Photoshop, Dreamweaver, Flash, and Microsoft Office Specialist, Quickbooks, ServSafe, Auto Desk, Certified Medical Administrative Assistant and Certified EKG Technician.

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 improved in all areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all areas, then student achievement will increase. 1a

G097097

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
Algebra I EOC Pass Rate	32.0
Geometry EOC Pass Rate	32.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	49.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence that students are provided the opportunity to engage in discussions which impedes their ability to justify and explain their thinking about content specific topics.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Students performance on Unit/Topic Assessments, Interim Assessments

Person Responsible

Patrick Lacouty

Schedule

Monthly, from 10/2/2017 to 1/18/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all areas, then student achievement will increase. 1

 G097097

G1.B1 There is limited evidence that students are provided the opportunity to engage in discussions which impedes their ability to justify and explain their thinking about content specific topics. 2

 B261194

G1.B1.S1 Utilize effective collaborative planning to engage students in higher-order learning tasks. 4

 S276541

Strategy Rationale

An increase in students' engagement in peer discussions to justify and explain their thinking will result in an increase in student achievement.

Action Step 1 5

Provide Professional Development with focus on planning powerful lessons that maximize student outcomes.

Person Responsible

Chandrell Larkin

Schedule

Monthly, from 10/2/2017 to 1/18/2018

Evidence of Completion

Professional Development agenda, Sign-In Sheets, Administrative walk-throughs

Action Step 2 5

Utilize common planning to review and introduce various examples of collaborative practices that support student engagement in discussions that lead to higher-order learning tasks.

Person Responsible

Roniel Osorio

Schedule

Biweekly, from 10/2/2017 to 1/18/2018

Evidence of Completion

Common Planning agenda; Sign-in Sheet; Focused Walk-Throughs

Action Step 3 5

Identify "observational" teachers to model demonstration lesson of in-class utilization of content specific resources and the implementation of strategies to support student engagement in discussions and task that lead to higher-order learning.

Person Responsible

Elvira Ruiz

Schedule

On 1/18/2018

Evidence of Completion

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

Action Step 4 5

Provide support to the teachers in the utilization of content specific resources and the implementation of strategies to support student engagement in discussions and task that lead to higher-order learning.

Person Responsible

Ursula Garbutt

Schedule

Every 3 Weeks, from 10/2/2017 to 1/18/2018

Evidence of Completion

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

Action Step 5 5

Reflect and revise the higher order thinking strategies to allow for a variety of modes for students to demonstrate an understanding of the topic.

Person Responsible

Diana Loubeau

Schedule

Every 3 Weeks, from 10/2/2017 to 1/18/2018

Evidence of Completion

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

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

Monitor that teachers are probing students with follow-up questions to justify and explain thinking, both orally with peers and written during daily instruction.

Person Responsible

Patrick Lacouty

Schedule

Weekly, from 10/2/2017 to 1/18/2018

Evidence of Completion

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

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

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

Person Responsible

Patrick Lacouty









Schedule

Weekly, from 10/2/2017 to 1/18/2018

Evidence of Completion

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

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  M400799	Students performance on Unit/Topic Assessments, Interim Assessments	Lacouty, Patrick	10/2/2017	There will be an increased number of students achieving proficiency rating on performance assessments.	1/18/2018 monthly
G1.B1.S1.MA1  M400797	Evaluate student work and assessments to monitor student progress and revise teaching strategies to...	Lacouty, Patrick	10/2/2017	Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes	1/18/2018 weekly
G1.B1.S1.MA1  M400798	Monitor that teachers are probing students with follow-up questions to justify and explain...	Lacouty, Patrick	10/2/2017	Focused Walk-Throughs; Lesson Plans; Coach's Log	1/18/2018 weekly
G1.B1.S1.A1  A372665	Provide Professional Development with focus on planning powerful lessons that maximize student...	Larkin, Chandrell	10/2/2017	Professional Development agenda, Sign-In Sheets, Administrative walk-throughs	1/18/2018 monthly
G1.B1.S1.A2  A372666	Utilize common planning to review and introduce various examples of collaborative practices that...	Osorio, Roniel	10/2/2017	Common Planning agenda; Sign-in Sheet; Focused Walk-Throughs	1/18/2018 biweekly
G1.B1.S1.A3  A372667	Identify "observational" teachers to model demonstration lesson of in-class utilization of content...	Ruiz, Elvira	10/2/2017	Lesson Plans; Note-taking/Note-making; HMH Resources; Instructional Delivery; Student work; Focused Walk-Throughs	1/18/2018 one-time
G1.B1.S1.A4  A372668	Provide support to the teachers in the utilization of content specific resources and the...	Garbutt, Ursula	10/2/2017	Coaching Logs; Coaching Calendar; Observation Notes; Leadership Meeting Notes	1/18/2018 every-3-weeks
G1.B1.S1.A5  A372669	Reflect and revise the higher order thinking strategies to allow for a variety of modes for...	Loubeau, Diana	10/2/2017	Lesson Plans; Note-taking/Note-making; HMH Resources; Instructional Delivery; Student work; Focused Walk-Throughs	1/18/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. If core instruction is improved in all areas, then student achievement will increase.

G1.B1 There is limited evidence that students are provided the opportunity to engage in discussions which impedes their ability to justify and explain their thinking about content specific topics.

G1.B1.S1 Utilize effective collaborative planning to engage students in higher-order learning tasks.

PD Opportunity 1

Provide Professional Development with focus on planning powerful lessons that maximize student outcomes.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 10/2/2017 to 1/18/2018

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	Provide Professional Development with focus on planning powerful lessons that maximize student outcomes.	\$0.00
2	G1.B1.S1.A2	Utilize common planning to review and introduce various examples of collaborative practices that support student engagement in discussions that lead to higher-order learning tasks.	\$0.00
3	G1.B1.S1.A3	Identify "observational" teachers to model demonstration lesson of in-class utilization of content specific resources and the implementation of strategies to support student engagement in discussions and task that lead to higher-order learning.	\$0.00
4	G1.B1.S1.A4	Provide support to the teachers in the utilization of content specific resources and the implementation of strategies to support student engagement in discussions and task that lead to higher-order learning.	\$0.00
5	G1.B1.S1.A5	Reflect and revise the higher order thinking strategies to allow for a variety of modes for students to demonstrate an understanding of the topic.	\$0.00
Total:			\$0.00