

Miami-Dade County Public Schools

North Miami Beach Senior High



2021-22 Schoolwide Improvement Plan

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North Miami Beach Senior High

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

<http://nmbchargers.org>

Demographics

Principal: Randy Milliken A

Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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North Miami Beach Senior High

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<http://nmbchargers.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	90%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

The administration and staff of North Miami Beach Senior High School are committed to providing an instructional program that provides our students with the skills necessary to meet the challenges of a highly competitive and rapidly changing world. The administration will provide support for the faculty and staff to maintain the high educational standards needed to enable students to reach their academic goals.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Milliken, Randy	Principal	Ensures that all members of the Leadership Team are focused on the school's vision and mission. Manages and promotes collaboration amongst all stakeholders to foster a positive school climate and safe learning environment. Assures that the following tasks are executed effectively: implementation of school academic programs, facilitation of purposeful professional development, constitution of staff and parents' school-based initiatives, assessing and monitoring of instructional practices and student achievement.
Ridore, Billy	Assistant Principal	Ensures the fidelity of the Literacy Leadership Team by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, the process of administering assessments, and the alignment of professional development with faculty's needs.
Mendieta, Giselle	Assistant Principal	Ensures the fidelity of the Literacy Leadership Team 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.
Astwood, Opia	Reading Coach	Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, providing information about core curriculum, research-based programs and materials, designs and implements progress monitoring, data collection, and data analysis. Facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum. Supports least proficient teachers through modeling and/or co-teaching, and collaborates with teachers, administrators, regional, district and state personnel regarding the school's data, instructional programs and intervention strategies.
Williams, Yolanda	Reading Coach	Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.
Torres, Frank	Other	Organizes school-wide assessment. Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments.

Name	Position Title	Job Duties and Responsibilities
Jean, Monise	School Counselor	Implements programs and intervene with attendance problems, work with students, families and the School Attendance Review Team on attendance issues/problems. Facilitates intervention plans and ensures that students are placed in classes consistent with the Pupil Progression Plan.
Adeleke, Adelsoni	Administrative Support	Advises students about their post secondary educational options in addition to the following: 1. Review credit history 2. Work with students to develop their long and short term goals 3. Meet with students, parents and community members 4. Linking students and families with financial institutions to pay for their post graduation education.
Balsano, Mariaceleste	Other	Ensures the fidelity of the Literacy Leadership Team 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.
Fray, Beulah	Assistant Principal	Ensures the fidelity of the Literacy Leadership Team 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.

Demographic Information

Principal start date

Wednesday 7/14/2021, Randy Milliken A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

27

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

40

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,314

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	312	335	313	354	1314
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	112	91	104	391
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	62	57	52	184
Course failure in Math	0	0	0	0	0	0	0	0	0	23	65	47	25	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	58	105	125	96	384
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	70	110	151	127	458
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	144	107	0	0	251
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	138	156	121	103	518

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	4	5	19

Date this data was collected or last updated

Friday 7/16/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	312	335	313	354	1314
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	84	112	91	104	391
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	63	56	52	0	171
Course failure in Math	0	0	0	0	0	0	0	0	0	0	66	48	25	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	111	125	96	106	438
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	116	150	126	112	504

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	4	5	19	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	59%	56%	35%	59%	56%
ELA Learning Gains				43%	54%	51%	47%	56%	53%
ELA Lowest 25th Percentile				39%	48%	42%	46%	51%	44%
Math Achievement				26%	54%	51%	26%	51%	51%
Math Learning Gains				43%	52%	48%	41%	50%	48%
Math Lowest 25th Percentile				57%	51%	45%	54%	51%	45%
Science Achievement				63%	68%	68%	47%	65%	67%
Social Studies Achievement				49%	76%	73%	51%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	34%	55%	-21%	55%	-21%
Cohort Comparison						
10	2021					
	2019	28%	53%	-25%	53%	-25%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	68%	-12%	67%	-11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	71%	-22%	70%	-21%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	23%	63%	-40%	61%	-38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	54%	-32%	57%	-35%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

To assess progress in learning for all grade levels, North Miami Beach Senior High School used the following: Mid Year Assessments, Topic Tests, Fair Test and Teacher Generated Assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	32.0%	0
	Economically Disadvantaged	0	32.0%	0
	Students With Disabilities	0	0.0%	0
	English Language Learners	0	11%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	46.0%	0
	Economically Disadvantaged	0	46.0%	0
	Students With Disabilities	0	35.0%	0
	English Language Learners	0	40.0%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	13.5%	0
	Economically Disadvantaged	0	27.0%	0
	Students With Disabilities	0	9.0%	0
	English Language Learners	0	8.3%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	15.0%	0
	Economically Disadvantaged	0	15.0%	0
	Students With Disabilities	0	10.0%	0
	English Language Learners	0	18.0%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	2.0%	0
	Economically Disadvantaged	0	2.0%	0
	Students With Disabilities	0	0.0%	0
	English Language Learners	0	2.0%	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	75.0%	0
	Economically Disadvantaged	0	77.0%	0
US History	Students With Disabilities	0	52.0%	0
	English Language Learners	0	66.0%	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	24	20	11	37	55	14	24		95	11
ELL	10	28	25	11	30	49	23	12		88	48
ASN	40	60									
BLK	24	30	21	14	28	46	22	42		95	52
HSP	28	35	35	10	27	56	42	46		90	55

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	36										
FRL	26	32	24	13	27	48	26	41		95	54
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	48	53	27	42	50	57	28		90	62
ELL	12	38	36	21	43	55	37	30		73	63
ASN		64								91	90
BLK	36	41	38	25	41	61	61	46		90	69
HSP	34	48	39	29	46	46	65	54		84	73
WHT	50	67									
FRL	35	43	41	27	43	58	62	49		88	71
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	36	46	29	48	46	23	31		70	30
ELL	9	44	49	17	40	55	23	31		58	60
ASN	54	54								90	
BLK	35	47	44	27	41	54	47	47		83	70
HSP	32	47	56	24	40	51	45	63		70	68
WHT	40	32		36	43		50				
FRL	34	47	46	26	40	53	48	50		82	72

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data:

From 2018 to 2019, North Miami Beach Senior High School's ELA and Science achievement increased in percentage points. ELA increased 1% point, from 35% to 36%. Science had a 16% increase in points, from 47% to 63%. 2019 performance data also indicates that the lowest 25% ELA learner's performance decreased in points from 46% to 39%. Social Studies decreased 2% points from 51% in 2018 to 49% in 2019. The lowest 25% math learners increased 3% points from 54% to 57%. In 2019, NMB scores reflected 26% points compared to the district which indicated 54%, and the State's average of 51%. This reflects a 28% point difference between NMB when compared to others in the district. The science achievement showed the most improvement with a proficiency of 47% in 2018 to 63% proficiency in 2019. This is a 16% increase from 2018 to 2019. The 63% achievement is just below the district and state average of 68%.

2021 Data:

Based on the FSA and EOC data, the greatest need for improvement academically is in Geometry. In 2020-2021, Geometry scores reflected an overall percentage passing rate of 9%, which was lowest scores of all subject areas. 26% of 9th graders passed the ELA and 23% of 10th graders. 9th ELA passing rate decreased by 8% points from 2019. 10th passing rate decreased by 5% points. Biology EOC data shows a 26% passing rate, 30% point decrease from 2019. US History EOC data showed a 41% passing rate, 8% point decrease from 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

Based on the progress monitoring and 2019 state assessments, the greatest need for improvement lies in math achievement. The 2019 percentage for math achievement is 26%, which reflected no change from 2018. There is room for improvement when comparing NMB math scores to that of the district's 54% and state's 51% proficiencies. Math proficiency is the lowest in all subject areas. Furthermore, the mid-year proficiency data for all tenth graders was a total of 19.4% in mathematics which was below the school's goal; showing a need for improvement.

2021 data findings:

Based on the FSA and EOC assessment data, the greatest need for improvement is Geometry achievement. According to the 2020-2021 school year data, geometry scores reflected an overall percentage passing rate of 9%, which was the lowest achievement score of all subjects.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?
2019 data findings:

The factor that exacerbated the need for improvement was the loss of teachers. There was a decrease in Algebra teachers from 4 to 2. In addition, there were 2 new teachers in the math department. This changing of personnel required time to develop and train teachers' capacity to address the math achievement percentage. There will need to be a focus placed on teacher retention via hosting activities that promote a culture of value, professional development in strategic instructional strategies, and common planning with math teachers and administration to directly address this need for improvement. Teachers will be trained on how to identify students that consistently scores level 1s and 2s in all their sections, with whom they can make the most learning gains through strategic instructional strategies. Student achievement of the lowest 35% will be monitored through progress monitoring strategies to include assessments and student data trackers.

2021 data findings:

The contributing factor for this need for improvement was the loss of learning due to the COVID-19 pandemic. To address the contributing factors to this need for improvement, there will need to be remediation to tackle the learning gaps created by the pandemic and to re-engage and transition students from a virtual to a physical learning environment.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?
2019 data findings:

Based off the 2019 EOC state assessments, the science achievement showed the most improvement with a proficiency of 47% in 2018 to a 63% proficiency in 2019. This is a 16 percentage point increase in student performance. The 63% achievement is just below the district and state averages of 68%. When comparing the school's science achievement to the district percentages, the gap was narrowed to 5 percentage points compared to the 2018 school year difference of 18 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?
2019 data findings:

The contributing factors that led to the science assessment improvements was the implementation of data driven instruction and department-wide differentiated instruction. The new actions that contributed to this improvement were increasing checks for understanding in lesson planning to identify learning goals and to address students' errors and misconceptions using data-driven decision making. In addition, common planning with the science coach and administration was a contributing factor to this improvement. In which, the Instructional Coach modeled differentiation instruction strategies to be facilitated daily in all Biology and Research classes. In the classrooms, teachers would consistently differentiate instruction in small groups utilizing individualized student data.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning in the 2021-2022 academic year, we will further implement the use of checks for understanding strategies in all subject areas. We will also implement Differentiated Instruction, a strategy that involves providing different students with different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development that will be provided to teachers and leaders to address contributing factors and strategies to accelerate learning will be team building, best practice segments, modeling and observations, and whole-group workshops. Best practice segments will occur during faculty meetings on September 14th, October 12th, November 9th, December 7th, January 11th, February 8th, March 8th, and April 12th to focus on skills needed to implement learning strategies. Team building activities will foster open collaboration and increase teacher buy-in. Check for Understanding and Differentiated Instruction strategies training will take place in departmental weekly common planning and faculty meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To provide additional services for improvement, the administration will attend weekly collaborative planning and set high expectations for students and staff to be reiterated throughout the school year. A school-wide academic vocabulary initiative will be established. The school's cross-curriculum council made up of all academic department heads will empower school leaders to take ownership in the success of the academic vocabulary strategy. The administration will create an environment supporting collaboration and team building to address culture and environment. To prevent teacher burnout, they will also promote an environment of appreciation and gratitude. Lastly, to enhance parental involvement NMB will continuously update its social media and website to keep parents updated. There will also be a reintroduction to parent-teacher conferences coordinated by the student services department.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on the 2020-21 staff survey, 40% of respondents reported that the principal or assistant principal(s) provided feedback to improve student outcomes on a monthly basis. Only 16% percent reported feedback was provided on a weekly basis. We selected this area of focus as consistent teacher feedback is essential to continuous teacher growth and development which will have a positive impact on student achievement.
Measurable Outcome:	If the targeted element of Specific Teacher Feedback is properly implemented, teachers will build their capacity to improve instruction that will directly impact academic achievement. Based on Topic Assessments for math and history, a 2% rise in achievement is expected quarterly. In ELA and Reading, based on MYA and READ 180 student data, we expect a 4% rise in achievement mid -year. Based on Achieve 3000 student data for ESOL levels 3 and 4, we expect a 3% rise in student achievement quarterly.
Monitoring:	To monitor the effectiveness of this area of focus, once there is feedback given to the teacher, teachers will work collaboratively with their department to address deficiencies in instructional delivery and student performance. By January 7th, there will be a review of performance data from assessments taken mid-year and quarterly in class. During January 10th's leadership meeting, the administrative team will meet to discuss the observable impact of specific teacher feedback on instructional delivery, student engagement and student academic achievement.
Person responsible for monitoring outcome:	Randy Milliken (pr7541@dadeschools.net)
Evidence-based Strategy:	Using the strategy of "Consistent, Developmental Feedback" will allow for clear expectations to be communicated to faculty and staff ultimately facilitating shifts in behavior and support; ensuring progress towards academic goals. Timely feedback fosters professional growth and will build a culture of trust and responsibility as it conveys confidence in staffs ability to reflect on instructional delivery and make the appropriate adjustments to lessons that will target specific areas of instruction that need improvement. Feedback will be provided by the principal and assistant principals through debriefs and NMB Instructional Walk-Through Check list based on the District Framework of Effective Instruction. Literacy Coaches will provide feedback through Coaching Cycles.
Rationale for Evidence-based Strategy:	By setting high expectations for students and staff and providing consistent, developmental feedback, leadership can effectively communicate their vision through direct expectations. By identifying areas of concern, providing resources to facilitate growth and opportunities for improvement, this strategy will build the capacity of the students and the staff that would have a direct positive effect on the overall school improvement. Students and staff will take ownership for the implementation of strategies necessary to achieve the goal of improving overall achievement scores.

Action Steps to Implement

9/8 - ongoing: During Common planning, assistant principals will meet with their selective departments and set goals for walkthroughs and identify "Look For's" based on Frame Work of Effective Instruction.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

9/13-10/15: the administrative team will set high expectations for student achievement and instructional delivery by consistently conducting walkthroughs to observe instructional delivery and student engagement.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

9/13-10/15: Provide timely feedback after conducting walkthroughs to provide opportunity to make adjustments in lessons and instructional delivery.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

10/18 - 11/19: Based on feedback provided after walkthroughs, the administrative team will conduct follow up walkthroughs to observe if modifications were made.

11//22-1/7: Continuous monitoring of student data, engagement and instructional delivery.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

11/1-12/17: The administrative team will consistently use the protocol feedback form based on the Frame Work of Effective Instruction to observe key "look fors" in classroom instruction by conducting consistent administrative walkthroughs. As a result, an increase in student engagement will occur.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

11/1-12/17: The administrative team will debrief with teachers after walkthroughs to ensure shifts are occurring in instructional delivery and student engagement.

Person Responsible Randy Milliken (pr7541@dadeschools.net)

1/24-2/28- The administrative team will create a calendar to prioritize follow-up walkthroughs to ensure shifts are occurring in instructional delivery and student engagement. As a result improvements in instructional delivery will occur, evident by consistent use of engagement strategies, proficiency on topic assessments, and student work samples, increase in proficiency on the 2022 FSA and EOC.

Person Responsible Beulah Fray (bfray@dadeschools.net)

3/1-ongoing: The administrative team will conduct instructional reviews in elective courses to observe the use of engagement strategies (text annotation, Think-Pair-Share, quick writes). As a result, students students will take ownership of their learning, evident by topic assessments, student work samples, and 2022 FSA data and EOC exams.

Person Responsible Beulah Fray (bfray@dadeschools.net)

3/1- ongoing: The administrative team will debrief with elective teachers after walkthroughs and provide feedback on how improve student engagement. As a result, students will be able to transfer knowledge and skills cross curricular. An increase in student achievement will be evident on the 2022 FSA and EOC exams.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	From the 2020-2021 School Climate Survey, 21% of faculty and staff indicated collectively that they cannot attest to morale being high at North Miami Beach Sr. High. This highlights the critical need to boost morale which will empower teachers and staff, increase their buy-in to school wide initiatives and ultimately translate to higher learning gains.
Measurable Outcome:	Through the various initiatives that will be implemented, we will attempt to reduce the total percentage of faculty and staff who indicated collectively that they cannot attest to morale being high from 21% to below 16%. This will be indicated by developing and conducting quarterly surveys with climate and culture questions.
Monitoring:	To monitor the efficacy of this Area of Focus, the PLST team will meet with EESAC, Curriculum Counsel and Leadership Team to discuss implementing specific activities, such as recognizing faculty who demonstrate leadership, who create a positive classroom environment, or who promotes school spirit. Recognition of faculty will occur by acknowledging them through "Staff Shout Outs" and instituting "Employee of the Month" initiative. Also, staff appreciation will be demonstrated through announcing "Birthdays of the Month." These activities will be put in place to ensure a positive school culture and environment. Quarterly surveys will be used to monitor the outcome of these activities. By April, 2022, there will be a noticeable improvement in the areas of equity and diversity demonstrated by school events and teacher morale.
Person responsible for monitoring outcome:	Billy Ridore (ridorebilly@dadeschools.net)
Evidence-based Strategy:	The use of "Celebrate Successes" is a strategy used when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. By providing teachers opportunities to feel appreciated and valued, they will positively impact school culture. It will be measured by an increase the physical, emotional and mental health of students and employees. Also, there will be an increase in participation in school related activities and more teachers taking an active role in leadership.
Rationale for Evidence-based Strategy:	Celebrating teachers and staff will boost morale by providing the opportunity to feel valued and create a positive school culture that will work towards addressing the challenges affecting student achievement. This strategy will help to motivate faculty and encourage all stakeholders to create safe, healthy and supportive learning environment.

Action Steps to Implement

9/14 - ongoing: Implement Teacher of the Month to highlight, showcase, and praise teachers. Each month, during faculty meetings, a teacher will be chosen as Teacher of the Month to highlight their positive impact on students and school culture. As a result, teachers will feel valued.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

9/27 - ongoing: Based on walkthroughs and observable positive behavior, "Staff Shout Outs" will be implemented during announcements or faculty meeting to spotlight teachers who create engaging lessons, welcoming classroom environments, and motivate their students to learn or are involved in school related activities. As a result, teachers will be motivated to receive shout outs and create positive classroom environments.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

9/14-4/22 -To continue to build a positive school culture, we will implement weekly positive and motivational statements school-wide to encourage faculty, staff, and students. This will be shared via the morning announcements.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

11/1, 1/4 and 4/4 -Meet with leadership team to review quarterly surveys and assess if there has been a shift in morale and an increase in positive school culture. Adjustments to initiative will be made based on survey responses.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

11/1-12/17: Will provide newly hired teachers the opportunity to feel included and part of the school culture by providing them with occasions to participate in schoolwide initiatives.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

11/1-12/17: Praise teachers who consistently provide students with a rigorous and engaging learning environment through various forms of acknowledgement (certificates, morning announcements, faculty meetings).

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

1/24-2/18- During the 3rd and 4th quarter, continue to build a positive school culture by consistently implementing weekly positive and motivational statements school-wide. Weekly motivational statements will be emailed to faculty and staff. As a result, 30% of faculty and staff will be able to attest morale being high. Evident by quarterly surveys and the 2022 Faculty and Staff Climate Survey.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

2/22-3/18- During the 3rd and 4th quarter, continue to develop surveys with climate and culture questions with 20% of teachers responding to the surveys and assess if there is a continued improvement in faculty and staff morale. As a result, 30% of faculty and staff will be able to attest to morale being high. Evident by quarterly surveys and the 2022 Faculty and Staff Climate Survey.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Overall the ELA achievement scores of all grade levels decreased 7 percentage points from the 2018 - 2019 scores of 36% to 25% in 2020 - 2021. The L25 subgroup of ELA learner's performance decreased in percentage points from 43 to 32. ELA 10th grade reading proficiency overall data decreased from 30 to 28 percentage points in the 2020-2021 academic year. Based on the data review, our school will implement the Targeted Element of Differentiation. It is evident that the specific needs of all ELA learners are not being met, therefore differentiation was selected as the focus area. Knowing that we must improve our ability to vary instruction based on the levels of our students, we will scaffold lessons to ensure that all learners have access to grade-level content, which will in turn increase learning gains and place students on the trajectory towards proficiency.

Measurable Outcome:

Implementing the Targeted Element of Differentiation in ELA will provide students with instruction that is based on their individualized data. Increasing the 36% 2019 FSA score by 7 percentage points as evidenced by the 2022 State Assessments. This increase will allow us to achieve our 2021 - 2022 school year specified goal of 46% for subgroup L25.

Monitoring:

Instructional coaches, teachers and administrators will analyze student monthly formative assessments and mid-year data to observe progress. Data trackers will be developed, implemented, and monitored through weekly leadership team meetings, administrative walkthroughs, weekly collaborative planning, and data chats. This discussion will drive remediation in standards and skills that students need and provide additional support to close the achievement gap and make adequate progress.

Person responsible for monitoring outcome:

Beulah Fray (bfray@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s and systematically address the needs of our diverse students by providing targeted instruction.

Rationale for Evidence-based Strategy:

Data Driven Instruction was selected to ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. It will allow teachers, administration, and curriculum leaders to set goals, plan for interventions and differentiate instructional needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data become evident.

Action Steps to Implement

9/13- ongoing: To provide an opportunity for students to receive differentiated instruction early in the school year; administration, Reading Instructional Coaches, and teachers will disaggregate and analyze the L25 student population using 2019 and 2021 FSA reading data to establish targeted learning groups.

Person Responsible

Beulah Fray (bfray@dadeschools.net)

9/14- 10/12: During weekly collaborative planning. Teachers will develop lesson plans that are inclusive of Differentiated Instruction (DI). As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction. Teachers will collaborate and brainstorm challenges, needs and shared practices. Implementation of a DI lesson will be modeled by Instructional Coaches in collaborative planning.

Person Responsible

Beulah Fray (bfray@dadeschools.net)

9/14-10/12: Teachers will collaboratively develop data trackers that can be used to track mini assessments that are aligned to weekly small group instruction. Tracking student data will allow for ongoing progress monitoring and for adjustments to ELA students standard based needs. Administration to teacher and teacher to student data chats will occur to ensure that all stakeholders are aware of student performance.

Person Responsible Beulah Fray (bfray@dadeschools.net)

9/13-10/15: The administrative team will conduct weekly walkthroughs to observe the implementation of DI and provide feedback to teachers. Teachers will be provided the opportunity to observe their peers who have successfully implemented DI in their instruction.

Person Responsible Beulah Fray (bfray@dadeschools.net)

11/1-12/17: Based on the results of MYA, will implement progress monitoring and provide interventions for the weakest standards.

Person Responsible Beulah Fray (bfray@dadeschools.net)

11/1-12/17: Assistant principal and literacy coach will consistently monitor the use of a variety of strategies that will support classroom rigor to ensure an increase in student's depth of knowledge.

Person Responsible Beulah Fray (bfray@dadeschools.net)

1/24-2/28 Teachers will use MYA data to create teacher led groups and small group instruction. The administrative team will conduct weekly walkthroughs to observe the implementation of DI and provide feedback to teachers. As a result, deficiencies in the weakest standards will be addressed, evident by an increase in student achievement on the 2022 FSA data.

Person Responsible Beulah Fray (bfray@dadeschools.net)

3/1-3/18 Teachers will disaggregate MYA data to continue to implement DI and address the weakest standards. Interventionist will pullout students for small group intervention. The leadership team will conduct data chats with teachers to discuss a plan to address deficiency in lowest standards. As a result, there will be an increase in student achievement, evident by 2022 FSA data.

Person Responsible Beulah Fray (bfray@dadeschools.net)

3/1-3/18 Teachers will attend professional development and observe peers modeling the effective implementation of DI. Teachers will register for a PD or Webinar by 3/4/22. Teachers will be provided the opportunity to observe their peer(s) who have successfully implemented DI in their instruction. As a result, there will be an increase in student achievement, evident by 2022 FSA data.

Person Responsible Beulah Fray (bfray@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on our data review in mathematics, the Geometry EOC achievement scores decreased significantly from 2019 to 2021. Geometry EOC assessment proficiency scores in 2019 reflected 22%, whereas in 2021 it was 9%. From 2019 - 2021, algebra proficiency dropped by 5 percentage points from 21% to 16%. Standards-aligned instruction is needed to ensure that the instructional delivery provides students with the opportunity to practice content that meets the expectations set by the state.
Measurable Outcome:	The proficiency goals for the 2021-2022 schools year are as follows: algebra proficiency will yield a 4 percentage point increase from the 2019 data point and geometry proficiency will yield a 2 percentage point increase from the 2019 data point. If teachers provide students with instruction that is standards-aligned, then student achievement for the 2021-2022 school year will reflect the goals set in each category. Progress towards the goals mentioned will be monitored using topic assessments in mathematics.
Monitoring:	The principal and assistant principals will coordinate with department chairpersons to ensure that all content areas develop a collaborative planning calendar for each quarter. The first quarter calendar will be developed and submitted by Friday, September 10th, 2021. The Leadership Team will actively participate in collaborative planning to provide timely feedback to teachers. The administrative team will conduct weekly walkthroughs to ensure quality aligned instruction is executed in our classrooms. Administrators will review lesson plans weekly to ensure students are being provided standards-aligned instruction.
Person responsible for monitoring outcome:	Billy Ridore (ridorebilly@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of: Standard-Based Collaborative Planning. Standard-Based Collaborative Planning will constitute the use of pacing guides, item specifications, achievement level descriptors, and district resources to plan standard-aligned lessons. Lessons will follow the Gradual Release of Responsibility Model (GRRM).
Rationale for Evidence-based Strategy:	Standard-Based Collaborative Planning will ensure that teachers are aligning all components of their lessons to the standards. Teachers will make adjustments to their instructional plans and lessons during common planning to ensure they are aligned to the achievement level descriptors and standards.

Action Steps to Implement

8/30 – ongoing: The algebra and geometry team will attend weekly common planning to develop an instructional focus calendar, standard-aligned lessons, and lesson plans. As a result, the principal will conduct debriefing sessions with administrators to ensure that all planning sessions support school improvement goals.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

8/30 – ongoing: The algebra and geometry team, alongside administration, will select questions using the achievement level descriptors (ALDs) and GRRM. As a result, teachers will create lessons that are properly scaffolded and standard-aligned.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

9/09- ongoing: During collaborative planning, algebra and geometry team members will take turns modeling lessons. As a result, teachers will be able to implement standards-aligned activities/lessons.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

9/13- ongoing: Administration will conduct weekly walkthroughs where lesson plans will be checked for standard-aligned instruction and lessons will be scaffolded using the GRRM. In turn, administration will see evidence of common standards-aligned lessons and provide accurate timely feedback.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

11/1-12/17: During weekly collaborative planning. Teachers will develop lesson plans that are inclusive of Differentiated Instruction (DI). As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction. Teachers will collaborate and brainstorm challenges, needs and shared practices.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

11/1-12/17: Progress Monitoring and providing interventions for the standards that students performing poor on based on topic assessments. As a result, teachers will make adjustments to lessons and pacing to ensure that remediation occurs.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

1/24-2/28 - Teachers will use Topic Assessments and MYA data to create teacher led groups and small group instruction. As a result, deficiencies in the weakest standards will be addressed, evident by an increase in student achievement on the 2022 EOC exams.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

1/24-ongoing: Teachers will use a variety of engagement tools to increase student engagement, such as, cold calling, Kahoot and Think-Pair-Share. During collaborative planning, algebra and geometry team members will create lessons using a variety of engagement strategies. Teachers will attend professional development to increase the use of engagement tools instructional delivery. The administrative team will monitor the use of the strategies during administrative walkthroughs. As a result, there will be an increase in students engagement, student's having ownership for their learning and an increase in academic achievement, evident by learning gains on the 2022 EOC.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

3/1-ongoing: Teacher will use IXL, Khan Academy and HML online material to remediate the lowest performing standards. As a result deficiencies in the weakest standards will be addressed, evident by student achievement on the 2022 EOC exams.

Person Responsible Billy Ridore (ridorebilly@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

North Miami Beach Senior High School reported 1.5 incidents per 100 students. When compared to all high schools statewide, NMB falls in the very low category. A primary area of concern that the school will monitor during the 2021-2022 school year, is decreasing the number of "property incidents" that occur. During grade level orientation, the administrative team will discuss the school of conduct and reinforce NMB's positive school culture. School counselor and administrators will keep records of behavior in DSIS. Depending on the level of the disruptive behavior, the proper disciplinary actions will be taken (indoor suspension or counseling).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At North Miami Beach Senior High School (NMB), we have applied various initiatives and strategies to promote a positive school culture environment. To support students in their academic achievement and over all high school experience, we emphasize school pride by encouraging students to be active participants in school events. Students are encouraged to join at least one club, such as Charger Pride, Charger Cultural Club, Women of Tomorrow, 5,000 Roles Models and many more. Also, the Parent Resource Room is available and encourages family and community participation and engagement within the school. In order to continue to encourage a positive school culture and environment, NMB will encourage parents, teachers, students to become active members by starting a PTSA this 2021-2022 school year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders responsible for establishing and building positive school culture and environment are the principal, assistant principals, instructional coaches, lead teachers, counselors, and other personnel delegated by the principal. All stakeholders are directly responsible for establishing schoolwide initiatives collectively. The principal's role is to oversee and supervise all schoolwide initiatives and to directly address any issues preventing positive moral and positive school culture. Collectively, the assistant principals will monitor and ensure schoolwide initiatives are being implemented and provide course corrections. Lead teachers, instructional coaches, and counselors will plan action steps to implement initiatives to boost

school culture and overall morale for faculty, staff, and students. In addition, they will serve as a bridge to the administration on behalf of the faculty and staff to relay any concerns, comments, or suggestions; but all stakeholders will share the responsibility for connecting and building relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback					\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity					\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		239-Other	7541 - North Miami Beach Senior High			\$900.00	
			Notes: EESAC				
3	III.A.	Areas of Focus: Instructional Practice: ELA					\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction					\$0.00
Total:						\$1,900.00	