

Miami-Dade County Public Schools

Miami Beach Nautilus Middle School



2021-22 Schoolwide Improvement Plan

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Miami Beach Nautilus Middle School

4301 N MICHIGAN AVE, Miami Beach, FL 33140

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

Demographics

Principal: Humberto Brito

Start Date for this Principal: 7/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (58%) 2016-17: B (54%)
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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<http://nautilus.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>73%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>78%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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.

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

Provide the school's vision statement.

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

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
Murphy, Mary	Principal	
Eskin-rosenblatt, Alyssa	Assistant Principal	
Fernandez, Rick	Teacher, K-12	
Burns, Lissette	Teacher, K-12	
Gutierrez, Rosxana	School Counselor	
Iglesia, Gabriela	Teacher, K-12	
Porter, Robin	Teacher, K-12	
Schreiber, Margareth	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/15/2020, Humberto Brito

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.*

14

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.*

31

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

1,017

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

6

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

7

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	293	340	383	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	27	73	119	0	0	0	0	219
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	18	11	12	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	17	21	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	31	63	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	39	55	0	0	0	0	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	81	131	154	0	0	0	0	366

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	29	53	66	0	0	0	0	148

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	3	4	3	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

Date this data was collected or last updated

Monday 7/19/2021

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	293	340	383	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	27	73	119	0	0	0	0	219
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	18	11	12	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	17	21	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	31	63	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	39	55	0	0	0	0	116

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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	29	53	66	0	0	0	0	148

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	3	4	3	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	2	1	2	0	0	0	0	5

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				62%	58%	54%	60%	56%	53%
ELA Learning Gains				61%	58%	54%	59%	56%	54%
ELA Lowest 25th Percentile				47%	52%	47%	48%	52%	47%
Math Achievement				58%	58%	58%	54%	56%	58%
Math Learning Gains				56%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile				51%	54%	51%	46%	55%	51%
Science Achievement				58%	52%	51%	55%	52%	52%
Social Studies Achievement				72%	74%	72%	74%	73%	72%

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
06	2021					
	2019	60%	58%	2%	54%	6%
Cohort Comparison						
07	2021					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison						
08	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison						
		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%	58%	5%	55%	8%
Cohort Comparison						
07	2021					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-63%				
08	2021					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	68%	25%	67%	26%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	73%	-4%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	54%	40%	57%	37%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool(s) used to compile the data below are as follows: Grade 6-8 ELA and Mathematics = iReady Diagnostics, and additional data points to collect progress monitoring data included: Midyear assessments (Grade 7 civics, Grades 6-8 mathematics, Grades 7-8 Algebra and Geometry, Grade 8 Science).

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.2	49.5	51.8
	Economically Disadvantaged	44.7	39.4	41.8
	Students With Disabilities	31.4	22.9	22.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46.5	47.2	40.7
	Economically Disadvantaged	38.9	39.4	43.3
	Students With Disabilities	0	17.1	20
	English Language Learners	0	15	15

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.1	50.1	47.3
	Economically Disadvantaged	39.2	42	39.2
	Students With Disabilities	0	14.3	0
	English Language Learners	15.7	15.7	27.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.7	28.7	45.6
	Economically Disadvantaged	32.8	28.4	38
	Students With Disabilities	0	14.3	0
	English Language Learners	13.7	25.5	15.7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	76.3	0
	Economically Disadvantaged	0	70.4	0
	Students With Disabilities	0	41.4	0
	English Language Learners	0	39.4	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.8	53	49.1
	Economically Disadvantaged		42.3	44.5	40.5
	Students With Disabilities		0	33.3	0
	English Language Learners		15.6	13.3	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		43.7	20.4	49.7
	Economically Disadvantaged		33.5	11.9	37.4
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	18.9	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

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	24	35	18	23	26	17	38	26			
ELL	43	50	37	37	26	17	39	47	48		
BLK	50	47		32	20		44		50		
HSP	55	51	34	43	22	15	54	59	63		
MUL	90			60							
WHT	79	61	35	67	39	20	80	81	76		
FRL	53	49	34	39	22	15	55	59	59		
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	22	44	45	20	40	38	16	14			
ELL	38	50	40	35	51	51	31	46	55		
ASN	87	87		87	67						

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
BLK	37	59	58	30	29	33	22	25			
HSP	56	56	44	51	52	49	50	69	77		
WHT	81	73	55	80	70	68	81	90	89		
FRL	51	55	43	46	49	45	49	63	74		
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	26	48	39	18	30	33	17	38			
ELL	20	46	48	20	35	37	12	43	53		
ASN	79	79		84	84				100		
BLK	37	54	38	32	42	45	48	43	89		
HSP	52	56	49	45	46	43	46	68	72		
WHT	85	66	50	78	56	59	77	94	89		
FRL	50	56	48	42	44	43	46	65	73		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 Findings:

The school to district Tier 1 schools comparison shows our school performs below the FSA proficiency levels in all subjects by an average of 11.25% percentage points.

From 2017 to 2020, the percentage of students who scored proficiency in science has increased 5% over two years. The percentage of students meeting proficiency in science, at the school has increased on average by 2.5%.

The three-year trend FSA proficiency for ELA shows a consistent pattern of 57% proficiency. The three-year trend FSA/EOC proficiency for Mathematics shows the percentage of proficient math students varies from 39-44%. With the exception of 2018, proficiency scores were consistent ranging from 43-44% proficient. In 2018, the data shows a dip in proficiency levels (39%).

2021 Data Findings:

The trend FSA proficiency for ELA shows a consistent pattern of 57%-61% proficiency. The trend for science shows a continued improvement of 6% point increase since 2019.

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

2019 Data Findings:

Our school data in the area of Mathematics proficiency is showing to be stagnant. The three-year trend FSA/EOC proficiency for Mathematics shows the percentage of proficient math students varies from 39-44%. With the exception of 2018, proficiency scores were consistent ranging from 43-44% proficient. In 2018, the data shows a dip in proficiency levels (39%). Less than 50% of our school's population is performing at grade level in the subject area of Mathematics.

2021 Data Findings:

Our school data in the area of Mathematics proficiency is demonstrating the greatest need for improvement. The three-year trend FSA/EOC proficiency for Mathematics shows the percentage of proficient math students varies from 39-44%. With the exception of 2018, proficiency scores were consistent ranging from 43-44% proficient. In 2018, the data shows a dip in proficiency levels (39%). Less than 50% of our school's population is performing at grade level in the subject area of

Mathematics. The 2021 FSA/EOC proficiency for Mathematics declined significantly by 10 percentage points school-wide as compared to the 2019 FSA/EOC proficiency data.

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:

Some of the contributing factors to the stagnant data included a drop in teacher morale, a need for support in standards-based instruction, data checkpoints and discussions, and student engagement and instructional delivery cohesion. For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroups together with our total student population in the content area of mathematics. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content.

2021 Data Findings:

The most significant contributing factor was the implementation of physical and online education. Approximately half of the school's population received online instruction as a result of the Covid-19 concerns of parents/guardians. The new actions that will take place include additional tutoring opportunities, the purchase of supplemental support materials such as IXL, and the addition of Intensive Mathematics and Intensive Algebra courses to the school's academic offerings.

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

2019 Data Findings:

From 2017 to 2019, the percentage of students who scored proficiency in science has increased 5% over two years. The percentage of students meeting proficiency in science, at the school has increased an average of 2.5% from 2017 to 2019.

2021 Data Findings:

The data that showed the most improvement was English Language Arts proficiency school-wide. According to the data, there was a 1 percentage point increase in student achievement in the area of English Language Arts/Reading. This is significant considering the struggles faced by teachers and students as a result of Covid-19. Another significant data increase is an increase of 6 percentage points in students proficient in science when compared to 2019 school data.

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

2019 Data Findings:

We increased our professional development support in STEAM lesson planning and instructional delivery. We created a collaborative planning schedule that allotted time to plan for standards-based instruction. Administrators attended weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources in both science and mathematics.

2021 data findings:

We increased our use of supplemental reading programs such as iReady, Accelerated Reader, Myon and also included novel studies to increase student engagement in reading.

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

2019 Data Findings:

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

2021 Data Findings:

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI, Intensive Mathematics Course Offerings

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 PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), aligning resources to small group instruction (October/21), increasing the integration of technology using the SAMR model, making adjustments to groups as data becomes available (February/21) and continuous data chats with individualized feedback and next steps (ongoing). Mentoring cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the leadership team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, incentive projects for academic achievement, and STEAM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Based on the data review, our school will implement Universal Design for Learning. We selected the overarching area of Standards-aligned Instruction based on our findings that our FSA/EOC proficiency levels on all subjects have remained stagnant. We are not cohesively implementing standards-based instruction and practices, therefore, it is evident that we must ensure alignment across subjects with fidelity. We will provide the support necessary to all staff to increase vertical and horizontal alignment to make learning gains and increase student achievement.

Measurable Outcome: If we successfully implement Standards-aligned instruction, then our student proficiency rates will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of Standards-aligned Instructional Planning. Administrators will conduct regular walkthroughs to ensure vertical and horizontal alignment in all content areas is taking place. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will implement data reviews between the Leadership Team and instructional staff. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome: Mary Murphy (pr6541@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Universal Design for Learning (UDL). The strategies of UDL allow for the identification of learning goals that are standards-aligned and design lessons that are flexible with assessments and activities that address the varied needs of the school's student population. The implementation of UDL practices will be monitored through regular walkthroughs, formal and informal best practices conversations between the Leadership Team and instructional staff.

Rationale for Evidence-based Strategy: The implementation of UDL standards-based strategies will ensure that teachers are using relevant, recent, and data-driven evidence to plan lessons that are customized to student needs and aligned with FSA/EOC standards and the District pacing guides. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/19 - Provide Professional Development for teachers on effectively implementing Universal Design for Learning strategies that is aligned to the school goals based on data. As a result, teachers will develop lessons that target standards and address the varied needs of their student population.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of standards-aligned instruction and UDL strategies. As a result, teachers will have lesson plans and data binders that reflect UDL in practice.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Facilitate weekly department meetings to provide teachers with an opportunity to collaborate, discuss challenges, and share best practices. Teachers will attend collaborative planning and model instruction during weekly department meetings. As a result, vertical and horizontal alignment of instruction will be evident in lessons.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are standards-aligned. The data will reflect differentiated instruction that incorporate UDL strategies. As a result, students will increase achievement as evidenced by mini-assessment data.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21- Leadership team will review PowerBI data, walkthrough feedback, and topic assessment data with teachers to discuss evidence of vertical and horizontal alignment of lessons and develop action plans for mid-year review. As a result, students will increase achievement as evidenced by mini-assessment data.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21- Teachers will attend collaborative planning and model instruction during weekly department meetings. As a result, continued vertical and horizontal alignment of instruction will be evident in lessons and student data will show increased achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29 - The school will host after school, before school and Saturday tutoring options for students not meeting academic achievement. As a result, students will increase achievement as evidenced by mini-assessment data.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29 - An incentive program will be implemented to recognize students who exhibit learning growth between iReady AP1 and AP2 diagnostic assessments. As a result, student data will show increased achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the data review, our school will implement academic and behavior incentive programs. We selected the overarching area of Student Engagement based on our findings that the number of students with a substantial reading deficiency is nearly a third of our school's population (366) according to Early Warning Indicators. Since March of 2020, our school's incentive programs took a back seat to ensuring Covid-19 protocols, therefore it is evident that we must make a concerted effort to rebuild student engagement and motivation through whole-group and school-wide activities. We will develop incentive programs focused on increasing student achievement.

Measurable Outcome:

If we successfully implement incentive programs, then our number of students with substantial reading deficiency will decrease by a minimum of 10 percent as evidenced by the 2022 Early Warning Indicators.

Monitoring:

The Leadership Team will conduct regular walkthroughs to ensure quality instruction and student engagement is taking place. Data Analysis of formative assessments will be reviewed monthly to monitor progress. A calendar of school-wide incentive activities will be developed and reviewed by the Leadership Team. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Mary Murphy (pr6541@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Incentivized Learning. The use of incentives to build student motivation and engagement in academic and behavior achievement allows for the opportunity to increase motivation for learning and making social-emotionally balanced choices among generally unmotivated populations. The implementation of incentive programs will be monitored through monthly calendar reviews with the school's activity leader, department chairpersons, and the Leadership Team.

Rationale for Evidence-based Strategy:

The implementation of incentive programs will provide students with attainable learning goals that will lead to student achievement. The Leadership Team will poll students on activities of interest and incentives to design a high-interest reward program for the 2021-2022 school year.

Action Steps to Implement

8/31-10/11-Teachers will participate in Think Tank Thursdays during their respective department meetings to share best practices on implementing engaging activities during instructional delivery. As a result, teachers will develop lessons that increase student engagement, target standards, and address the varied needs of their student population.

Person Responsible

Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Implementation of a master schedule of school-wide incentive activities and awards for students making academic achievement and exhibiting a consistent pattern of positive behavior choices. Implementation of this initiative will include various stakeholders, including but not limited to the school PTSA and the Student Government Association. As a result, student academic and behavior data will reflect an increase in achievement and student participation in positive behavior incentive activities.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Mental Health Coordinator/School Counselor, Restorative Practices Coordinator will meet with struggling students to support social emotional learning and help students effectively problem-solve, acclimate to in-person learning, and encourage healthy decision-making practices. As a result, restorative practices data will reflect an increase in restorative circles taking place and a decrease in student altercations.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-To increase student participation in school activities and increase student engagement, Club Rush will take place as an activity to spotlight the various club and extracurricular opportunities to increase school spirit. As a result, student participation in school-related activities will increase.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-Mini-school-wide incentive activities will take place to incentivize positive behavior choices. An example of a mini-school-wide activities: frozen ice surprise during lunch. As a result, student academic and behavior data will reflect an increase in achievement and student participation in positive behavior incentive activities.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-Coffee with the Counselors will take place bi-weekly to encourage students to communicate and feel safe when approaching mental health coordinators, school counselors, and other staff in the building. As a result, restorative practices will reflect an increase in restorative circles and a decrease in student altercations.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29 - To increase student voice and participation, students will receive interest surveys via email that will determine themed activities such as No Uniform Day and end-of-year recognition activities. As a result, student participation in school-related activities will increase.

Person Responsible [no one identified]

1/31-4/29 - Coffee with the Counselors will continue to take place bi-weekly to encourage students to communicate and feel safe when approaching mental health coordinators, school counselors, and other staff in the building. As a result, restorative practices will reflect an increase in restorative circles and a decrease in student altercations.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social-Emotional Learning. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and social-emotional learning programs to improve in making connections with families and the community to ensure attendance is consistently high.
Measurable Outcome:	If we successfully implement the Targeted Element of Social-Emotional Learning, our students will receive quality instruction that will contribute to improved student outcomes and increase their desire to attend school. With consistent student incentives, our attendance will increase 6 percentage points by June 2022.
Monitoring:	The Leadership Team will use SEL strategies to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts through restorative circles. Teachers will monitor their daily attendance and submit that data to the Assistant Principal on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Within the Targeted Element of Social-Emotional Learning, our school will focus on the evidence-based strategy of: Restorative Practices/Circles. Restorative Practices and Circles will assist in narrowing the attendance gap amongst our students, specifically as these strategies open conversations that allow for support opportunities. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Restorative Justice Practice strategies will assist in decreasing the number of student absences. The restorative practices for SEL will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards. By implementing these strategies with fidelity, students will build trust with school staff and increase their school attendance.

Action Steps to Implement

8/31-10/11-Attendance audits will be conducted to review the accuracy of daily attendance input by teachers. As a result, attendance errors will decrease and focus on supporting students with chronic absences/tardies will increase.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Using social media, and the school's website a school communication campaign will be used to provide students and families with SEL strategies and other opportunities for accessing the SEL resources available at the school. As a result, students and families will have SEL resources and strategies readily available to assist with coping with stresses and managing conflict.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Administration and School Leaders will review student academic, attendance, and behavior data to determine students to be targeted for intervention programs and support. As a result, a targeted intervention plan will be developed to meet the needs of students identified for support.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Teachers will offer an incentive program for students performing at an improved level as evidenced in iReady lessons and also those showing improved behavior throughout the first grading quarter. As a result, student academic achievement will show an increase and students will be motivated to complete lesson with fidelity.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-Using social media, and the school's website a school communication campaign will be used to provide students and families with SEL strategies and other opportunities for accessing the SEL resources available at the school. As a result, students and families will have SEL resources and strategies readily available to assist with coping with stresses and managing conflict.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-Administration and School Leaders will review student academic, attendance, and behavior data to determine students to be targeted for intervention programs and support. As a result, a targeted intervention plan will begin with a focus on tutoring students struggling with mathematics and reading.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29-Administration and department chairpersons will review student academic, attendance, and behavior data to determine differentiated intervention plans to support and target student improvement and participation. As a result, a targeted intervention plan will be implemented with a focus on tutoring students struggling with Mathematics, Algebra, Civics, Biology, and Reading.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29-Staff will receive newly designed spirit t-shirts specifically designed to target the social emotional and mental health of students. As a result, school staff will wear the t-shirt on designated days that are focused on bringing attention to students of the support services and availability of staff to provide a safe zone for students.

Person Responsible Rosxana Gutierrez (rosxanagutierrez@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Based on qualitative data from staff surveys and review of the Core Leadership Competencies, we want to use the Targeted Element of Walkthroughs. Teachers in the building didn't feel that they received meaningful feedback after administrative walkthroughs were conducted. Therefore, we want to develop a culture of collaborative conversations to improve teacher practice and instructional delivery.

Measurable Outcome: If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided the opportunity to receive meaningful and timely feedback on instructional practices. This will be realized through data collected for summative evaluations.

Monitoring: The Principal will implement Monday Meet-Ups that will serve as an opportunity for school leaders to discuss walkthrough data and observation findings. This initiative will be evident by walkthrough data tracking and improved teaching practices school-wide.

Person responsible for monitoring outcome: Mary Murphy (pr6541@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Walkthroughs, we will focus on the evidence-based strategy of Providing Meaningful and Timely Feedback. By implementing Monday Meet-Ups and involving school leaders in the walkthrough and feedback process, we are fostering a collaborative work environment and increasing vertical and horizontal instructional alignment.

Rationale for Evidence-based Strategy: Providing Meaningful and Timely Feedback and involving school leaders in the walkthrough and feedback process we are fostering a collaborative work environment and increasing vertical and horizontal instructional alignment.

Action Steps to Implement

8/31-10/11-The Principal will implement Monday Meet-Ups that will serve as an opportunity for school leaders to discuss walkthrough data and observation findings. This initiative will be evident by walkthrough data tracking and improved teaching practices school-wide. As a result, teachers will be informed of school goals and unified in achieving the school's mission and vision.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-The administrative team will use a dynamic Sharepoint form to document walkthrough findings and provide teachers with immediate feedback and follow up. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-The administrative team will use the data collected during their walkthroughs to discuss support opportunities for identified areas of improvement in instructional delivery, classroom management, and/or classroom configuration. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

8/31-10/11-Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-Continue to facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

11/1-12/21-The administrative team will review the data collected during their walkthroughs to discuss support opportunities for identified areas of improvement in instructional delivery, classroom management, and/or classroom configuration. As a result, teachers will receive suggestions for professional development opportunities and will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29 - Administration and department chairpersons will review student academic, attendance, and behavior data to determine differentiated intervention plans to support and target student improvement and participation. As a result, a targeted intervention plan will be implemented with a focus on tutoring students struggling with Mathematics, Algebra, Civics, Biology, and Reading.

Person Responsible Mary Murphy (pr6541@dadeschools.net)

1/31-4/29 - Facilitate weekly collaborative data debriefing meetings to provide teachers with an opportunity to collaborate and brainstorm instructional delivery and intervention strategies. As a result, teachers will be better equipped to implement improved practices and impact student achievement.

Person Responsible Mary Murphy (pr6541@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.

When comparing the discipline data of Miami Beach Nautilus Middle School to the discipline data across the state, using SafeSchoolsforAlex.org, the data shows we are below the average in percent of incidents. The staff at Miami Beach Nautilus Middle School will continue to implement RJP, SEL and other programs to monitor and improve the school culture. This school year, the staff is also implementing Mindfulness activities through the first block of school through the district-provided Headspace APP and online program to assist students in making thoughtful and positive choices throughout the day. The initiatives will be monitored using the RJP data that is collected by the RJP Coordinator and school counselors.

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.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, Shared Leadership and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through incentives, tutoring, and social-emotional activities such as Donuts with the Counselor, No Place for Hate, and Shark Day incentive activities. Staff are provided opportunities to take part in team-building activities and social activities where we come together to share celebrations of success during informal and formal meet-ups.

We provide opportunities for both staff and students to provide ongoing feedback and suggestions to garner information about their educational/professional experience at our school to develop and implement relevant academic and social-emotional programs. We continue to build our professional practices in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning through professional learning communities.

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

Our school is unique in that the stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders and Counselors (our School Leadership Team), the community of Miami Beach, our school's PTSA, and the Student Council and Government Association. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The Assistant Principals monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders assist in providing and responding to feedback from stakeholders. All stakeholders are empowered to connect and build relationships with students, parents, and families through collaborative planning of various school initiatives such as iReady "Level-Up" incentive activities, school spirit projects, and positive behavior recognition activities.