



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Miami Beach Senior High

1247 NE 167TH ST

North Miami Beach, FL 33162

305-949-8381

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

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

81%

Alternative/ESE Center

No

Charter School

No

Minority Rate

97%

School Grades History

2013-14

NOT GRADED

2012-13

B

2011-12

B

2010-11

B

2009-10

C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

North Miami Beach Senior High

Principal

Randy Milliken A

School Advisory Council chair

Rei Luzardo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Randy A. Milliken	Principal
Sacha T. Challenger	Assistant Principal
Marina M. Montesino	Assistant Principal
Billy Ridore	Assistant Principal
Elvira Ruiz	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership is composed of 18 members including the school Principal, 6 instructors of which include the committee chair, and the UTD representative, 1 educational support employee, in addition to 5 parents, 4 students and 1 business/community representative.

Involvement of the SAC in the development of the SIP

The SAC meets on a monthly basis to make recommendations on the action plan as it relates to addressing the preliminary guidelines and requirements as dictated by the district.

Activities of the SAC for the upcoming school year

In addition to the monthly recommendations of the SAC in respect to the SIP, the SAC will seek to increase its membership of community stakeholders as well as to continue to make

recommendations to the school Principal in the day-to-day operations of the school as they pertain within the scope and responsibilities of the SAC.

Projected use of school improvement funds, including the amount allocated to each project

The use of school improvement funds will be executed in accordance with the committees' bylaws and funding guidelines. All request for school improvement funds are to be submitted in writing and subject to committee review for a period of no less than 30 days as to give other proposals equitable opportunity to make a presentation before the SAC. As such, a written request does not constitute approval of school improvement funds. Funding requests to the committee or school "projects" are not pre-determined by the SAC; as a result this committee cannot project what how much will be allocated to each project. Only that the recommendations and allocations will be made in good faith

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Randy Milliken A

Principal

Years as Administrator: 17

Years at Current School: 27

Credentials

BA, Social Studies, St. Thomas University, MS., Social Science, Nova South Eastern University, CERT, Educational Leadership, Florida Atlantic University
 Social Science 6-12
 Educational Leadership- All Levels

Performance Record

013 – School Grade – Pending
 Rdg. Proficiency ,37
 Math Proficiency, 49
 Rdg. Lrg. Gains, 60
 Math Lrg. Gains,61
 Rdg. Imp. of Lowest, 65
 Math Imp. of Lowest, 70
 Rdg. AMO - N
 Math AMO– N
 2012– School Grade – B
 Rdg. Proficiency, 40
 Math Proficiency, 54
 Rdg. Lrg. Gains, 61
 Math Lrg. Gains, 59
 Rdg. Imp. of Lowest 65
 Math Imp. of Lowest 77
 Rdg. AMO - N–
 Math AMO– N
 ‘11 ‘10 ‘09
 School Grades B C D
 AYP N N N
 High Standards –
 Rdg 37 35 35
 High Standards –
 Math 72 70 68
 Lrng Gains-Rdg 47 45 22
 Lrng Gains-Math 76 76 73
 Gains-R-25 46 41 49
 Gains-M-25 77 74

Sacha T. Challenger

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

BS-Biology, Florida Memorial College
 MS- Business Administration, American Intercontinental
 University, Ed. S.- Educational Leadership, Barry University
 Biology 6-12
 ESE K-12
 Educational Leadership- All Levels

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 37
 Math Proficiency, 49
 Rdg. Lrg. Gains, 60
 Math Lrg. Gains, 61
 Rdg. Imp. of Lowest 65
 Math Imp. of Lowest, 70
 Rdg. AMO - N
 Math AMO- N
 2012– School Grade – D
 Rdg. Proficiency, 25
 Math Proficiency, 36
 Rdg. Lrg. Gains, 58
 Math Lrg. Gains, 66
 Rdg. Imp. of Lowest 68
 Math Imp. of Lowest 80
 Rdg. AMO – N
 Math AMO– N
 11 '10 '09
 School Grade D C F
 AYP N N N
 High Standards Rdg 35 12 12
 High Standards Math 25 42 38
 Lrng Gains-Rd 62 41 45
 Lrng Gains-Math 56 77 64
 Gains-Rdg-25% 74 49 61
 Gains-Math-25% 61 89 71

Marina Montesino

Asst Principal

Years as Administrator: 4

Years at Current School: 13

Credentials

MS, Emotional Handicapped, Nova South Eastern University BS,
Emotional Handicapped Florida International University, Modified
Core, Educational Leadership, Nova South Eastern University
Emotionally Handicapped K-12
Educational Leadership- All Levels

Performance Record

2013 – School Grade –
Rdg. Proficiency, 37
Math Proficiency, 49
Rdg. Lrg. Gains, 60
Math Lrg. Gains, 61
Rdg. Imp. of Lowest 65
Math Imp. of Lowest, 70
Rdg. AMO – N
Math AMO– N
2012– School Grade – B
Rdg. Proficiency, 40
Math Proficiency, 54
Rdg. Lrg. Gains, 61
Math Lrg. Gains, 59
Rdg. Imp. of Lowest 65
Math Imp. of Lowest 77
Rdg. AMO – N
Math AMO– N
'11 '10 '09
School Grades B C D
AYP N N N
High Standards –
Rdg 37 35 35
High Standards –
Math 72 70 68
Lrng Gains-Rdg 47 45 22
Lrng Gains-Math 76 76 73
Gains-R-25 46 41 49
Gains-M-25 77 74

Billy Ridore

Asst Principal

Years as Administrator: 8

Years at Current School: 7

Credentials

BS. Criminal Justice Florida International University MS,
 Counselor in Education, Florida International University ED.S.,
 Counselor in Education Barry University Cert Educational
 Leadership Barry University
 Guidance and Counseling K-12
 Educational Leadership- All Levels

Performance Record

013 – School Grade –
 Pending
 Rdg. Proficiency ,37
 Math Proficiency, 49
 Rdg. Lrg. Gains, 60
 Math Lrg. Gains,61
 Rdg. Imp. of Lowest, 65
 Math Imp. of Lowest, 70
 Rdg. AMO – N
 Math AMO– N
 2012– School Grade – B
 Rdg. Proficiency, 40
 Math Proficiency, 54
 Rdg. Lrg. Gains, 61
 Math Lrg. Gains, 59
 Rdg. Imp. of Lowest 65
 Math Imp. of Lowest 77
 Rdg. AMO – N
 Math AMO– N
 ‘11 ‘10 ‘09
 School Grades B C D
 AYP N N N
 High Standards –
 Rdg 37 35 35
 High Standards –
 Math 72 70 68
 Lrng Gains-Rdg 47 45 22
 Lrng Gains-Math 76 76 73
 Gains-R-25 46 41 49
 Gains-M-25 77 74

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Regan Neufeld		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	M.S Curriculum and Instruction, University of Phoenix, B.S. Political Science, Florida International University, Certification in Social Science 6-12, Reading Endorsed K-12.	
Performance Record	2013 – School Grade – Pending Rdg. Proficiency, 37 Math Proficiency, 49 Rdg. Lrg. Gains, 60 Math Lrg. Gains, 61 Rdg. Imp. of Lowest 65 Math Imp. of Lowest, 70 Rdg. AMO – N Math AMO– N 2012– School Grade – D Rdg. Proficiency, 25 Math Proficiency, 36 Rdg. Lrg. Gains, 59 Math Lrg. Gains, 68 Rdg. Imp. of Lowest 69 Math Imp. of Lowest 82 Rdg. AMO – N Math AMO– N 11 '10 '09 School Grade D C D AYP N N N High Standards – Rdg 37 35 35 High Standards – Math 72 70 68 Lrng Gains-Rdg 47 45 49 Lrng Gains-Math 76 76 73 Gains-R-25 46 41 63 Gains-M-25 77 74 68	

Shekinah Mayard

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Reading/Literacy

Credentials M.S. Educational Leadership Nova Southeastern University
 B.A Communication Arts and Science Michigan State University
 Certifications in Educational Leadership, Elementary Education
 K-6, ESOL Endorsement, Middle School Integrated Curriculum

Performance Record 2013 – School Grade – C
 Rdg. Proficiency, 38
 Math Proficiency, 39
 Rdg. Lrg. Gains, 66
 Math Lrg. Gains, 63
 Rdg. Imp. of Lowest 71
 Math Imp. of Lowest 65
 Rdg. AMO – Y
 Math AMO– Y
 2012– School Grade – C
 Rdg. Proficiency, 36
 Math Proficiency, 35
 Rdg. Lrg. Gains, 60
 Math Lrg. Gains, 61
 Rdg. Imp. of Lowest 64
 Math Imp. of Lowest 69
 Rdg. AMO – Y
 Math AMO– Y
 11 '10 '09
 School Grade C C D
 AYP N N N
 High Standards –
 Rdg 44 45 42
 High Standards –
 Math 44 32 36
 Lrng Gains-Rdg 61 59 58
 Lrng Gains-Math 61 65 56
 Gains-R-25 75 67 70 Gains-M-25 68 67 64

Alberto Concepcion		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Mathematics	
Credentials	M.S. Educational Leadership St. Thomas University M.A. Library Media Sciences University of South Florida B.S. Elementary Education Florida International University Certification in Educational Leadership, Educational Media Specialist, Elementary Education (K-6) and Mathematics (5-9)	
Performance Record	2013 – School Grade – Pending Rdg. Proficiency, 37 Math Proficiency, 49 Rdg. Lrg. Gains, 60 Math Lrg. Gains, 61 Rdg. Imp. of Lowest 65 Math Imp. of Lowest, 70 Rdg. AMO – N Math AMO– N 2012– School Grade – B Rdg. Proficiency, 37 Math Proficiency, 40 Rdg. Lrg. Gains, 67 Math Lrg. Gains, 60 Rdg. Imp. of Lowest 79 Math Imp. of Lowest 70 Rdg. AMO – Y Math AMO– Y 11 '10 '09 School Grade D C D AYP N N N High Standards – 32 Rdg High Standards – Math 61 70 68 Lrng Gains-Rdg 44 45 49 Lrng Gains-Math 66 76 73 Gains-R-25 44 41 63 Gains-M-25 60 74 68	

Lois Saunders		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Science	
Credentials	B.S. Northeastern University M.S. Nova Southeastern University Certifications in Health Education Biology 6-12 Gifted Endorsement Educational Leadership K-12	
Performance Record	2013 – School Grade F Rdg. Proficiency, Math Proficiency, Rdg. Lrg. Gains, Math Lrg. Gains, Rdg. Imp. of Lowest Math Imp. of Lowest Rdg. AMO – N Math AMO– N 2012– School Grade – D Rdg. Proficiency, 25 Math Proficiency, 36 Rdg. Lrg. Gains, 59 Math Lrg. Gains, 68 Rdg. Imp. of Lowest 69 Math Imp. of Lowest 82 Rdg. AMO – Y Math AMO– Y School Grade 11 10 09 D C D AYP N N N High Standards Rdg. 33 33 34 33 33 34 High Standards Math 33 35 33 Lrng Gains-Rdg. 51 54 51 Lrng Gains-Math 61 59 60 56 Gains-Rdg-25% 60 75 70 65 Gains-Math-25% 72 64 68 58	

Classroom Teachers

# of classroom teachers	114
# receiving effective rating or higher	0%
# Highly Qualified Teachers	62%

certified in-field

72, 63%

ESOL endorsed

21, 18%

reading endorsed

8, 7%

with advanced degrees

55, 48%

National Board Certified

0, 0%

first-year teachers

1, 1%

with 1-5 years of experience

14, 12%

with 6-14 years of experience

54, 47%

with 15 or more years of experience

45, 39%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All of North Miami Beach's administrators are responsible to provide and monitor professional development based on needs assessment. The assistant principals will also be responsible to assign veteran teachers to mentor those new teachers to North Miami Beach and the profession. Department Chairpersons will provide guidance and support to each member in their department. The Principal and the CAP advisor will oversee the university and college recruitment process.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Members' of North Miami Beach's Leadership Team will provide instructional guidance to all first year teachers in the areas of classroom management, lesson planning and data analysis. The members of the Leadership team have the ability disaggregate data, develop lesson plans and ensure effective instruction for all students. The mentor and mentee will meet weekly in a professional learning community to discuss student data, lesson plans, and professional development opportunities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will meet monthly to engage in instructional decision making, data reviews, progress monitoring, best practices, sharing and open ended discussions related to student achievement and the effective implementation of the school improvement plan.

The Rtl Leadership Team will function as a Professional Learning Community addressing the various data trends and needs that effect the school and overall student achievement.

- What is occurring with the student?
- Why is/are the problem(s) occurring?
- Interventions used to correct the problem?
- Are the interventions working?

Information gathered from the Rtl Leadership Team will be shared with EESAC to further implement and adjust the School Improvement Plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Randy Milliken, Principal: Ensures that all members of the Rtl Leadership Team is focused on the school's vision and mission, effectively manages the Rtl team to promoting collaboration and a positive school climate, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, inform staff and parents of school-based Rtl initiatives.

Marina Montesino Assistant Principal of Curriculum: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports.

Elivra Ruiz, Billy Ridore, and Sacha Challenger, Assistant Principals will Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Curriculum Coach(es): Shekinah Mayard and Regan Neufeld (Reading), Albert Concepcion (Mathematics), and Lois Saunders (Science):

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.

Mark Finkelstein, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, works drug and alcohol prevention programs, provides support school violence prevention programs, protective behaviors programs and academic improvement programs.

Majorie Prophet, School Social Worker and Arlene Lindsay-Marshall, TRUST Counselor: Provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well-being of families and the academic functioning of children. Assist in providing academic and interventions for targeted students.

Language Arts, Mathematics, Science, Social Science, SPED, ELL and Electives Department Chairpersons: Participates in student data collection through assessments and intervention, provides instruction/intervention techniques, facilitate professional development on differentiating instruction, incorporating literacy activities and strategies within their department and collaborates with grade team teachers on focused instructional lessons, implement interventions and maintenance strategies.

Sharon Krantz, Guidance Counselor: Implements programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.

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

Community Involvement Specialist: Participates in data-based decision making, liaison for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team conducts weekly meetings with all members to discuss MTSS and SIP. Changes and revisions are discussed along with possible recommendations and strategies.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

3. Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month

- Team climate surveys
- Attendance

Referrals to special education programs

4. The team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan used to support understanding of MTSS and build capacity in data-based problem solving for staff and parents will consist of the following:

1. Training for all administrators in the Rtl problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Provide support for school staff in understanding basic Rtl principles and procedures.
3. Provide create a network using the Rtl team that can implement the Rtl process. The Rtl team meets monthly to review and discuss the Rtl process at North Miami Beach Senior High and will ensure it is implemented with fidelity.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:**

North Miami Beach will use the following research-based strategies to increase the amount and quality of learning time to help provide an enriched and accelerated curriculum for all stakeholders by incorporating the following:

- Saturday Academy for all subgroups including Advanced Academics
- After School Tutoring for all subgroups including Advanced Academics
- Intensive Reading Classes for students Level 1 and 2
- Intensive Mathematics Classes for students who are Level 1 and 2
- Creative Writing Classes for all 10th Grade students
- Freshman Experience Literacy Class for all 9th grade students
- Common Planning for all subject areas
- Enrichment Science Class for 9th and 10th grade students
- Incorporating STEM activities through mathematics, science and Career and Technical Education classes
- Pull-out and Push-In Intervention Programs for Levels 1, 2, and 3 students in Reading, Mathematics, Science, and College Readiness
- Ongoing Professional Development Activities for all subject areas

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The Leadership Team (Includes all Administrators, Instructional Coaches and the Test Chairperson) meets and disgegrate data for all assessment data. Data chats are then held to discuss with the subject area departments and the assigned administrator and assigned instructional coaches

Who is responsible for monitoring implementation of this strategy?

All Administrators

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Randy Milliken	Principal
Sacha Challenger	Assistant Principal
Marina Montesino	Assistant Principal
Billy Ridore	Assistant Principal
Elvira Ruiz	Assistant Principal
Regan Neufeld	Reading Coach
Shekinah Mayard	Reading Coach

Name	Title
Lois Saunders	Science Coach
Alberto Concepcion	Mathematics Coach
Selena Volcy	Professional Development Liasion
Sharon Krantz	Student Services Department Chairperson
Latonya Kesley	Reading Department Chairperson
Marteshia Davis	Test Chairperson
Rei Luzardo	CTE Department Chairperson
Rachel Lafrance	ESOL Department Chairperson
Debra Roncallo	SPED Department Chairperson
Adrian Rodriguez	Language Arts Department Chairperson
Angel Alvarez	Mathematics Department Chairperson
Vania Boeva	Science Department Chaiperson
Dana Witten	Social Science Department Chairperson
Daria Chacin	Foreign Language Department Chairperson
Keisha Smith	Fine Arts Department Chairperson

How the school-based LLT functions

The LLT at North Miami Beach Senior High meets once a month. At these meeting, the LLT discusses and establishes school policies, procedures and guidelines impacting the school. The LLT disaggregates student data on FCAT scores and interims to develop interventions and action plans to address the needs of students and enrich students achievement. Members of the LLT act as a liaison between the teachers and administrators

Major initiatives of the LLT

The following are major initiatives of the LLT this year:

- Increasing Common Core Standards across all disciplines.
- Increasing student achievement and performance in nation, state and district exams.
- Increasing student participation in Academies
- Increasing student participation and passing rates on Advanced Placement Exams.
- Infusing reading strategies across disciplines following reading coherence model.
- Developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

- Reading Coherence Model of Reading Supported Benchmarks will be implemented across disciplines.
- Teachers will monitor and track students they teach who have been identified in lowest 25% in Reading.
- During Common Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students.
- School wide data chats among students, teachers, school support personnel and administrators.
- School wide FCAT countdown activities.
- Implement the Florida Continuous Improvement Model (FCIM) to monitor the achievement and

instructional programs.

- Increase the number of teachers with reading endorsements.
- Elective, Social Studies, Fine Arts and Science teachers will explicitly infuse the reading benchmarks in the lesson plans and instructional delivery
- Reading Professional Development activities during faculty meeting, common planning and early release.
- Ongoing collaboration to discuss student data
- Encouraging all teachers to pursue reading endorsement

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Applied and integrated courses are found in the House of Education and Public Services, House of Technology and Finance, House of Arts, AV Technology, and Communications, House of Health and Marine Science, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and ongoing partnership with George T. Baker Aviation and Dade Partners

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Academic and career planning are provided by Guidance counselors, Academy Leaders, and College Advisement Placement Counselor

Strategies for improving student readiness for the public postsecondary level

Supporting Secondary School reform, Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students pursue and are successful in post-secondary areas of enrichment. School site Student Services professionals implement lessons which focus on improving personal effectiveness planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

Tools for Success: Preparing Students for Senior High School and Beyond:

A Critical Thinking course for all ninth graders is required as an orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transitions. These strategies focus on educational achievement, person/social development, career, and health/community awareness which support student success. Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	37%	No	56%
American Indian				
Asian	65%	52%	Yes	69%
Black/African American	48%	35%	No	53%
Hispanic	57%	41%	No	61%
White	73%	59%	No	75%
English language learners	24%	12%	No	32%
Students with disabilities	30%	18%	No	37%
Economically disadvantaged	49%	38%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	17%	31%
Students scoring at or above Achievement Level 4	187	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		34%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	166	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	78	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	95	31%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		62%	66%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	291	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	49%	Yes	48%
American Indian				
Asian		76%		
Black/African American	41%	48%	Yes	47%
Hispanic	43%	46%	Yes	48%
White		61%		
English language learners	41%	41%	Yes	47%
Students with disabilities	34%	26%	No	41%
Economically disadvantaged	42%	49%	Yes	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	50%	53%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		6%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		61%	65%
Students in lowest 25% making learning gains (EOC)		70%	73%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		41%	47%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	37%	41%
Students scoring at or above Achievement Level 4	27	7%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	26%	30%
Students scoring at or above Achievement Level 4	63	15%	17%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		78%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	37%	41%
Students scoring at or above Achievement Level 4	64	14%	15%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	100		200
Participation in STEM-related experiences provided for students	100	5%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	345	16%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		85%	90%
Students taking one or more advanced placement exams for STEM-related courses	220	22%	27%
CTE-STEM program concentrators	90		150
Students taking CTE-STEM industry certification exams	225	11%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		52%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	632	63%	68%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	415	42%	47%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		40%	45%
Students taking CTE industry certification exams	220	22%	27%
Passing rate (%) for students who take CTE industry certification exams		52%	60%
CTE program concentrators	90	10%	15%
CTE teachers holding appropriate industry certifications	8	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	421	19%	18%
Students in ninth grade with one or more absences within the first 20 days	51	10%	7%
Students in ninth grade who fail two or more courses in any subject	107	21%	20%
Students with grade point average less than 2.0	379	18%	17%
Students who fail to progress on-time to tenth grade	12	2%	1%
Students who receive two or more behavior referrals	590	28%	27%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	869	40%	39%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	58	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	405	82%	84%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	82	69%	71%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	507	76%	78%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement Plan /Title I School

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.
- G2.** Increase school-wide attendance
- G3.** Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or
- G4.** Teachers across all disciplines will infuse analytical writing strategies.

Goals Detail

G1. Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Professional Development
- Partnerships with colleges and universities
- Students
- Teachers
- Technology
- Scientific Research

Targeted Barriers to Achieving the Goal

- Discourse between teachers and students
- Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution.

Plan to Monitor Progress Toward the Goal

Classroom Observations and walkthroughs

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Completion of coaching cycles Increase of teachers' content and pedagogical knowledge Student work and achievements

G2. Increase school-wide attendance

Targets Supported

- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Community Involvement Specialist
- Graduation Coach
- Counselors
- Gradebook Manager
- School Resource Officer
- Social Worker
- Students
- Teachers
- Parents
- Administrators

Targeted Barriers to Achieving the Goal

- Consistency with attendance procedures and policies
- Minimal Parental involvement

Plan to Monitor Progress Toward the Goal

Weekly meeting with leadership team

Person or Persons Responsible

Administration Teachers Student Services Community Involvement Specialist Social Worker

Target Dates or Schedule:

August 2013- June 2014

Evidence of Completion:

Reduction of referrals Reduction of suspensions Increase of students on track to graduation

G3. Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Instructional Curriculum Coaches
- Administrators
- Common Planning
- Early Release Days
- Professional Learning Support Team
- Lesson Study
- Best Practices
- Curriculum Support Specialist
- ESOL Endorsed Teachers
- Reading Endorsed Teachers
- Inclusion Teachers

Targeted Barriers to Achieving the Goal

- Ineffective Common Planning
- Teacher inconstiency
- Lack of student-centered learning

- The 2013 US History EOC exam required that students thoroughly comprehend, analyze, and evaluate primary source, maps, charts, graphs and timelines and answer questions based on this features.
- The 2013 US History EOC exam required that teachers thoroughly comprehend, analyze and evaluate US History benchamrks, item specification, and content focus to effectively cover material assesed on the exam.
- Limited evidence of rigor in instruction and student work.

Plan to Monitor Progress Toward the Goal

Implement and montior that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson.

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule:

August 2013- April 2014

Evidence of Completion:

Increase performance on 2014 statewide assessment

G4. Teachers across all disciplines will infuse analytical writing strategies.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Instructional Curriculum Coaches
- Curriculum Support Specialist
- Common Planning
- Early Release Days
- Professional Learning Support Team
- Best Practices
- Administration

Targeted Barriers to Achieving the Goal

- There is little evidence of teachers implementing the writing process from planning to publishing including peer editing and explicit, corrective feedback on student work.
- There is limited evidence of authentic writing in work folders and/or journals across all content areas.
- There is limited evidence of data used for differentiated instruction and aligning appropriate resources to target student needs.

- There is limited evidence of students having a strong knowledge of conventions.

Plan to Monitor Progress Toward the Goal

Conduct administrative walkthroughs using "look fors" to ensure all teachers are implementing writing process.

Person or Persons Responsible

Administration

Target Dates or Schedule:

August 2013-June 2014

Evidence of Completion:

Increased level of student knowledge of learning and their own progress toward learning. Increase writing scores Spring 2014

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.

G1.B1 Discourse between teachers and students

G1.B1.S1 Increasing and monitor activities to promote student accountability talk and active learning strategies

Action Step 1

Utilize common planning as means of brainstorming strategies for engaging students in academic dialogue

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Higher order thinking questions utilized in lesson plans, student accountability talk in classes.

Facilitator:

Instructional Curriculum Coaches, Curriculum Support Specialist

Participants:

Teachers Instructional Curriculum Coaches

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

Meet with Instructional Curriculum Coaches to review/ discuss necessary adjustments to instructional routines in order to ensure that students are engaged in classroom discussions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk-throughs- daily Common planning- weekly

Evidence of Completion

Instruction routines which include increased opportunities for students to be engaged in educational discourse.

Plan to Monitor Effectiveness of G1.B1.S1

Provide immediate corrective feedback regarding walk-throughs. Provide job-embedded professional development on guided and facilitated learning

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

Walk--throughs- daily Common planning- weekly

Evidence of Completion

Professional development sign-in sheets, open exploration with students when they encounter new material

G1.B1.S2 Implementing and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for a deeper understanding of content.

Action Step 1

Implement and monitor school-wide strategies which utilize higher-order questioning techniques and response techniques to enhance instruction.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student will have critical, independent, and creative thinking skills, for a deeper understanding of the content.

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administration will meet with Instructional Coaches in order to discuss the success of promoting higher-order thinking questioning in lesson plans and instructional routines.

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk-throughs will be conducted daily. Common planning will take place weekly.

Evidence of Completion

Collaborative student groups which reflect the ability to think critically, independently, and creatively.

Plan to Monitor Effectiveness of G1.B1.S2

Analyze lesson plans/ common board configuration for the use of Webb's Depth of Knowledge in order to ensure that instructional routines include rigor.

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student dialogue/ work which demonstrates higher-order, analytical thinking.

G1.B2 Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution.

G1.B2.S1 Posing scenarios to be solved and developing techniques that move students from concrete to abstract concepts using the Learning Cycle Instructional Model

Action Step 1

Create lessons during common planning that include the use of all applicable graphic organizers, technology and collaborative research projects that are embedded in curricula.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Active coaching

Facilitator:

Instructional Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Instructional Routines- accountability talk, purposeful grouping, explicit instruction, rigor, writing across the curriculum

Person or Persons Responsible

Instructional Curriculum Coaches and Administration

Target Dates or Schedule

Monitoring through Curriculum Walkthroughs and Common Planning Activities

Evidence of Completion

Increase performance as students complete science, mathematics and CTE courses.

Plan to Monitor Effectiveness of G1.B2.S1

More opportunities for small-group work, individual exploration, peer instruction, and whole class discussion.

Person or Persons Responsible

Instructional Curriculum Coaches and Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

More opportunities for mentoring by business, industry, and research organization leaders

G1.B2.S2 Using performance tasks, essays, portfolios, video presentations, and demonstrations to guide the instructional planning and pacing.

Action Step 1

Provide professional development during common planning on the deep teaching of the standards and adhering that rigor is taught.

Person or Persons Responsible

Instructional Curriculum Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

PD plan, materials, agendas, sign in sheets

Facilitator:

Instructional Curriculum Coaches

Participants:

Instructional Curriculum Coaches

Action Step 2

Create lessons during common planning that include the use of all applicable graphic organizers, technology, and collaborative research projects that are embedded in the curricula.

Person or Persons Responsible

Instructional Curriculum Coaches Region Support Team

Target Dates or Schedule

On going

Evidence of Completion

PD plan, materials, agendas, sign in sheets

Facilitator:

Instructional Coaches Region Support Team

Participants:

Instructional Curriculum Coaches Region Support Team

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Data based problem solving, Gradual Release

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Individual Teacher PD plans updated Curriculum Walkthroughs

Plan to Monitor Effectiveness of G1.B2.S2

Design and delivery of PD with quality instruction

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Improvement in Student Data

G2. Increase school-wide attendance

G2.B3 Consistency with attendance procedures and policies

G2.B3.S1 Increase monitoring of the attendance of students by implementation of the District's Student Attendance Policy (6Gx13-5A-1.041) with fidelity.

Action Step 1

Teachers will effectively monitor attendance biweekly and submit at risk students to the assigned counselors.

Person or Persons Responsible

Teachers Grade Book Manager Counselors Community Involvement Specialist

Target Dates or Schedule

Biweekly

Evidence of Completion

Completed Data attendance data chats

Facilitator:

Student Services

Participants:

Teachers Grade Book Manager Counselors Community Involvement Specialist

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Will meet to discuss the progress of the monitoring

Person or Persons Responsible

Administration Student Services

Target Dates or Schedule

End of the Nine Weeks

Evidence of Completion

Parent Conferences with students that are currently at risk

Plan to Monitor Effectiveness of G2.B3.S1

Analyze district data reports and review during leadership team meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

End of Semester

Evidence of Completion

Reduction of course failure and increase of GPA Increase of students on track to graduate

G2.B3.S2 Initiate attendance data chats

Action Step 1

Increase communication between administrators, counselors, teachers and parents.

Person or Persons Responsible

Teachers Counselors Social Worker Community Involvement Specialist

Target Dates or Schedule

Biweekly

Evidence of Completion

Increase in attendance Increase in student morale

Facilitator:

Social Worker Counselors

Participants:

Teachers Counselors Social Worker Community Involvement Specialist

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Developed a committee of teachers, counselors, support staff and administrators to discuss students attendance and other behavior issues.

Person or Persons Responsible

Teachers Counselors Social Worker Community Involvement Specialist

Target Dates or Schedule

Biweekly

Evidence of Completion

Decrease in the amount of referrals

Plan to Monitor Effectiveness of G2.B3.S2

Review of monthly attendance reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Decrease in Truancies Increase in student achievement Increase in parental involvement

G2.B4 Minimal Parental involvement

G2.B4.S1 Provide professional development opportunities for parents in navigating educational software program, utilizing the Parent Resource Center, and volunteering within the school.

Action Step 1

Train parents on understanding data

Person or Persons Responsible

Leadership Team Instructional Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Attendance and sign in sheets from data workshops

Facilitator:

Instructional Coaches Administration

Participants:

Leadership Team Instructional Coaches

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Parents will actively participated in workshops to assist with ways to increase attendance and academics

Person or Persons Responsible

Community Involvement Specialist Graduation Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Review sign in sheets/logs to determine the amount parents attending. Provide a follow-up session for Homelearning.

Plan to Monitor Effectiveness of G2.B4.S1

students' records of attendance will be reviewed

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

Augsut 2013-June 2014

Evidence of Completion

Review sign in sheets/logs to determine the number of parents attending.

G3. Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or

G3.B1 Ineffective Common Planning

G3.B1.S1 Utilze and montior planning protocols to rprovide all core areas with time for comprehensive lesson planning that includes: prupose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standards-based essential questions, rigor in assignments and end products that are aligned to the learning objective

Action Step 1

Will faciliate common planning and monitor the effective use of instructional strategies.

Person or Persons Responsible

Instructional Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Changes in instructional practice

Facilitator:

Instructional Coaches Curriculum Support Specialist

Participants:

Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Administration will meet with Instructional Curriculum Coaches to review common planning success and make necessary adjustments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Common Planning- Weekly Walkthroughs- Daily

Evidence of Completion

Noticable changes in instructional practice. Completion of the coaching cycle (s)

Plan to Monitor Effectiveness of G3.B1.S1

Provide corrective feedback to teachers on effective instructional strategies

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

Walkthroughs- Daily Common Planning-Weekly

Evidence of Completion

Increase student achievement Increase student participation Increase teacher "Buy in"

G3.B1.S2 Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standards-based essential questions, rigor in assignments and end products that are aligned to the learning objective. In addition, implementing and monitoring collaborative planning routine that including sharing out during the planning session. Also monitor the student work folders to evaluate the share work

Action Step 1

Create a common planning schedule and agenda while encouraging teachers to share best practices.

Person or Persons Responsible

Instructional Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Identify a model classroom and provide opportunities for teachers to observe best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Administrative walkthroughs

Plan to Monitor Effectiveness of G3.B1.S2

Evidence of learning progression in classrooms while engaging students in inquiry

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Coaching Cycles Teachers progressing in Tier

G3.B2 Teacher inconsistency

G3.B2.S1 Maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met based on the lesson and interventions/enrichment groups are targeted and fluid

Action Step 1

Will use lesson plans in order to incorporate higher order questions, variety of learning methodologies and transition from teaching to facilitating.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student performance, stamina and participation.

Facilitator:

Instructional Coaches Professional Learning Support Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 Lack of student-centered learning

G3.B3.S1 Use explicit modeling and implementation of close reading and text dependent questions in all core curriculum areas to increase understanding through an indepth analysis of complex text.

Action Step 1

Participate in a job embeded professional development on common core standards. Infuse the Common Core Standards into lesson plans

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Agends, Sign in Sheets

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor and document the use of higher order thinking and rigorous instruction.

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administrative walkthroughs Review of coaching logs and calendars for active coaching support

Plan to Monitor Effectiveness of G3.B3.S1

Conduct administrative walkthroughs to monitor that active learning is taking place. Monitor the lesson plans to ensure that students' work is aligned.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work Increased rigor Student accountability talk

G3.B3.S2 Teachers will evaluate all lessons for depth of rigor adding question strategies and purposeful grouping for accountability talk opportunities that support student learning and performance at high levels.

Action Step 1

Will use lessons create to incorporate higher order questions, variety of learning methodologies and transition from teachers teaching to students facilitating.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student performance, stamina and participation.

Facilitator:

Instructional Coaches

Participants:

Teachers Instructional Coaches

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Students will be supported with appropriate data analysis techniques for labs, constructing strong, evidence-based conclusions and following precise multi-step procedures when experimenting, measuring, performing technical tasks and analyzing.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Common Planning- Weekly Walkthroughs- Daily

Evidence of Completion

Strengthen of instructional effectiveness Student Data Student Engagement

Plan to Monitor Effectiveness of G3.B3.S2

Participation in rich exchange of feedback between teachers and students will be monitored through lesson plans, rubrics, projects, displays, lab notebooks, student work folders, common planning and walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthroughs-Daily Common Planning-Weekly

Evidence of Completion

. Increased student achievement

G3.B4 The 2013 US History EOC exam required that students thoroughly comprehend, analyze, and evaluate primary source, maps, charts, graphs and timelines and answer questions based on this features.

G3.B4.S1 Students will analyze charts, images, graphs, time lines as well as primary sources through a variety of literacy strategies and use these features to evaluate statements, make inferences, analyze historical themes and understand the benchmarks assessed in the US History EOC.

Action Step 1

Teachers will infuse a variety of literacy strategies in benchmarks as it relates to the US History EOC.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Common Planning Agendas, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Monitor and document the use of higher order thinking and rigorous instruction

Person or Persons Responsible

Instructional Curriculum Coaches Curriculum Support Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Administrative walkthroughs Review of coaching logs and calendars for active coaching support

Plan to Monitor Effectiveness of G3.B4.S1

Conduct administratively walkthroughs to monitor that instructional practices are being use with fidelity. Monitor lesson plans to ensure that students' work is aligned.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work Increased rigor Student accountability talk

G3.B5 The 2013 US History EOC exam required that teachers thoroughly comprehend, analyze and evaluate US History benchamrks, item specification, and content focus to effectively cover material assesed on the exam.

G3.B5.S1 Teachers will collaboratively and individually analyze and un wrap the items associated with the tested benchmarks of the US History EOC exam.

Action Step 1

Utilize common planning to unwrap benchmarks and plan lessons accordingly.

Person or Persons Responsible

Teachers Curriculum Support Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Agendas, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Curriculum Instructional Coaches will meet with teachers to compile data and analyze the needs of students.

Person or Persons Responsible

Teachers Curriculum Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, rigor in class, class folders

Plan to Monitor Effectiveness of G3.B5.S1

Administration will attend common planning to ensure planning is done with fidelity.

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administrative walkthroughs

G3.B6 Limited evidence of rigor in instruction and student work.

G3.B6.S1 Teachers will provide instruction on good research techniques. Student will be given the opportunity to use Discovery Education, NBC Learn, Beyond the Bubbles, TED Talks, graphs and informational texts and primary sources. Students will be given the opportunity to conduct research in the area of Social Studies.

Action Step 1

Incorporate Professional Development activities into daily lessons and research for students.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Agends, Sign in Sheets, Lesson Plans

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Monitor lesson plans and class instruction to ensure research and analytical strategies are in place.

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administrative walkthroughs Review of coaching logs and calendars for active coaching support

Plan to Monitor Effectiveness of G3.B6.S1

Conduct administrative walkthroughs to monitor that effective instructional strategies are in place. Monitor lesson plans to ensure that students' work is aligned.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Authentic student work Increased rigor Student accountability talk

G4. Teachers across all disciplines will infuse analytical writing strategies.

G4.B1 There is little evidence of teachers implementing the writing process from planning to publishing including peer editing and explicit, corrective feedback on student work.

G4.B1.S1 Provide active coaching on the use of portfolios and the writing process which includes peer editing, explicit, corrective feedback so students know what deficiencies they have

Action Step 1

Review student work for evidence of the writing process, peer editing, reflection and revision.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work with corrective feedback

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Action Step 2

Provide professional development on the writing process, peer editing, and explicit corrective feedback.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Professional Development sign in and agendas

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review lesson plans for evidence of the writing process, peer editing, reflection and revision.

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work folders

Plan to Monitor Effectiveness of G4.B1.S1

Conduct administrative walkthroughs to monitor student work folders to ensure there is evidence of the writing process, peer editing and explicit, corrective feedback.

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Review coaching logs and calendars Review student work folders

G4.B1.S2 Create a system that streamlines the corrective feedback process and allow students the opportunity to reflect and revise.

Action Step 1

Utilize common planning as means of incorporating the writing plan into differentiated instruction

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Administrative walkthroughs and effective instructional practices

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Instructional Coaches will meet with department chairs in order to compile a tangible school-wide writing plan. Meet with Instructional Coaches in order to discuss how the writing process is being implemented across all disciplines.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Walkthroughs will be conducted daily Attend weekly common planning meetings

Evidence of Completion

Use of the writing plan in all departments Student work with corrective feedback demonstrating the effective use of the writing process

Plan to Monitor Effectiveness of G4.B1.S2

Instructional coaches and administration will attend common planning to ensure that the writing plan is being infused into the lesson planning process

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Classroom walkthroughs will be conducted daily Common planning meetings will be held weekly

Evidence of Completion

Increased evidence of effective writing processes across the disciplines

G4.B2 There is limited evidence of authentic writing in work folders and/or journals across all content areas.

G4.B2.S2 Create and utilize peer editing tools focusing on the essential components of an essay written at proficiency level

Action Step 1

Implement and monitor effective student use of peer editing strategies such as TAG strategy (Tell something you like, Ask a question, Give a suggestion), the CAPS strategy (Capitals, Agreement, Punctuation, Spelling), and the COPS strategy (Correct capitals, outstanding organization, perfect punctuation, spectacular spelling) to build student capacity in each area of the writing process and FCAT Rubric .

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Writing Folders, Discussion with students, peer editing papers

Facilitator:

Instructional Curriculum Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Monitor student writing and peer editing folders for teachers

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Student writing folders Lesson Plans Review of coaching logs and calendars for active coaching support

Plan to Monitor Effectiveness of G4.B2.S2

Conduct administrative walkthroughs to monitor the peer editing of essay components is at proficiency level

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Authentic student work folders Increased Rigor Increased in Writing Scores Student Accountability Talk

G4.B2.S3 Provide professional development to content area teachers on the implementation of writing in their curriculum.

Action Step 1

Instructional Coaches will meet with English teachers in order to discuss how the information will be disseminated to the content area teachers

Person or Persons Responsible

English Teachers Instructional Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Instructional Coaches English Teachers

Participants:

English Teachers Instructional Coaches

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Monitor implementation of the school-wide writing plan through authentic student writing

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Lesson plans and student writing demonstrating evidence of meaningful writing across all content areas.

Plan to Monitor Effectiveness of G4.B2.S3

Instructional Coaches will model the effective implementation of writing to content area teachers
Administration will look for evidence of authentic writing

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Increased writing opportunities using various modalities (bell ringer, do nows, journals, etc.)

G4.B2.S4 Create and implement a school-wide writing plan.

Action Step 1

Collaborate in order to create an effective school-wide writing plan.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013

Evidence of Completion

Implementation of writing in all content area classes in folders and posted on the wall. Corrective feedback on student writing samples.

Facilitator:

Instructional Curriculum Coaches Curriculum Support Specialists

Participants:

Teachers Instructional Curriculum Coaches

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Administrators will look in student work folders for evidence of writing with corrective feedback, Instructional Curriculum Coaches will monitor the use of writing opportunities within the instructional routines.

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

Walk-throughs will be conducted daily Common planning meetings will be held weekly

Evidence of Completion

Common board configuration detailing the use of writing opportunities within the instructional routines. Increased opportunities for writing across the content areas.

Plan to Monitor Effectiveness of G4.B2.S4

Instructional Coaches will provide corrective feedback to teachers or utilize the coaching cycle. Administration will conduct walk-throughs in order to ensure that the school-wide writing plan is being used with fidelity.

Person or Persons Responsible

Administration Instructional Curriculum Coaches

Target Dates or Schedule

Walk-throughs will be conducted daily. Common planning will take place weekly.

Evidence of Completion

Student work, common planning sign-in sheets/ agendas, coaching calenders/ completed coaching cycle.

G4.B3 There is limited evidence of data used for differentiated instruction and aligning appropriate resources to target student needs.

G4.B3.S1 Increase the use of Mentor texts that are related to specific instructional strategies (teaching descriptive and figurative language, mature vocabulary, organizational patterns, thesis statements, voice, etc) with the goal of teaching students how to use mentor texts to develop their voice as writers and generating various levels of support within their writing.

Action Step 1

Conduct Coaching Cycles focusing on explicit instruction for each specific strategy and implement strategic Common Planning sessions with Creative Writing teachers to prepare them to effectively utilize this strategy.

Person or Persons Responsible

Creative Writing Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Common Planning Agendas Lesson Plans Student writing folders

Facilitator:

Instructional Curriculum Coach Curriculum Support Specialists

Participants:

Creative Writing Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monitor the instructional strategies within Creative Writing classes

Person or Persons Responsible

Instructional Curriculum Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Administrative walkthroughs Reivew of coaching logs and calendars for active coaching support

Plan to Monitor Effectiveness of G4.B3.S1

Conduct administrative walkthroughs to monitor the effectiveness of the use of Mentor texts as instructional strategies within Creative Writing classes

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work folders Increased proficiency on writing assignments and assessments
Student accountability talk

G4.B4 There is limited evidence of students having a strong knowledge of conventions.

G4.B4.S1 Implement Purdue Owl Conventions Mini Lessons, Write Start, and the use of Mentor texts to target student deficiencies.

Action Step 1

Target convention issues on multiple instructional levels and use mentor texts to teach students how writers apply strategies in context.

Person or Persons Responsible

Teachers Reading Coaches

Target Dates or Schedule

Common Planning Professional Development Activities

Evidence of Completion

Writing Folders

Facilitator:

Reading Coaches Curriculum Support Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Provide additional instruction through the use of explicit, corrective feedback focusing on conventions and vocabulary as students prepare to create, edit and revise writing assignments.

Person or Persons Responsible

Teachers Instructional Curriculum Coaches Curriculum Support Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Strategic data chats with students, writing folders

Plan to Monitor Effectiveness of G4.B4.S1

Implement monthly writing workshops focusing on conventions and strategic data chats with students to discuss deficiencies, determine next steps and make instructional decisions

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Monitored curriculum walkthroughs and data chats with students and teachers

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. North Miami Beach Senior High School receives assistance from a community program called MPACT. The IMPACT program targets gang reduction within the community. IMPACT personnel identify gang members and have created a curriculum for the school that provides identified gang members with skills in the construction field.

Title II

The district used supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the new teacher(MINT) program
- Training for add on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as lesson study group implementation and protocols

Title III

Title VI, Part B - NA

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals)

for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education for students at North Miami Beach Senior High.

Supplemental Academic Instruction (SAI)

North Miami Beach Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food service program, school breakfast, school lunch and after care snacks, follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Head Start

Not Applicable

Adult Education

High School completion courses are available to all eligible North Miami Beach Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses

Job Training

Not Applicable

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
 - HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.

G1.B1 Discourse between teachers and students

G1.B1.S1 Increasing and monitor activities to promote student accountability talk and active learning strategies

PD Opportunity 1

Utilize common planning as means of brainstorming strategies for engaging students in academic dialogue

Facilitator

Instructional Curriculum Coaches, Curriculum Support Specialist

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Higher order thinking questions utilized in lesson plans, student accountability talk in classes.

G1.B1.S2 Implementing and monitor school-wide strategies that ultize higher-order questioning techniques and response techniques to enhance instruction in order to promote critiical, independent and creative thinking, for a deeper understanding of content.

PD Opportunity 1

Implement and monitor school-wide strategies which utilitze higher-order questioning techniques and response techniques to enhance instruction.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student will have critical, independent, and creative thinking skills, for a deeper understanding of the content.

G1.B2 Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution.

G1.B2.S1 Posing scenarios to be solved and developing techniques that move students from concrete to abstract concpets using the Learning Cycle Instructional Model

PD Opportunity 1

Create lessons during common planning that include the use of all applicable graphic organizers, technology and collaborative research projects that are embedded in curricula.

Facilitator

Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Active coaching

G1.B2.S2 Using performance tasks, essays, portfolios, video presentations, and demonstrations to guide the instructional planning and pacing.

PD Opportunity 1

Provide professional development during common planning on the deep teaching of the standards and adhering that rigor is taught.

Facilitator

Instructional Curriculum Coaches

Participants

Instructional Curriculum Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

PD plan, materials, agendas, sign in sheets

PD Opportunity 2

Create lessons during common planning that include the use of all applicable graphic organizers, technology, and collaborative research projects that are embedded in the curricula.

Facilitator

Instructional Coaches Region Support Team

Participants

Instructional Curriculum Coaches Region Support Team

Target Dates or Schedule

On going

Evidence of Completion

PD plan, materials, agendas, sign in sheets

G2. Increase school-wide attendance

G2.B3 Consistency with attendance procedures and policies

G2.B3.S1 Increase monitoring of the attendance of students by implementation of the District's Student Attendance Policy (6Gx13-5A-1.041) with fidelity.

PD Opportunity 1

Teachers will effectively monitor attendance biweekly and submit at risk students to the assigned counselors.

Facilitator

Student Services

Participants

Teachers Grade Book Manager Counselors Community Involvement Specialist

Target Dates or Schedule

Biweekly

Evidence of Completion

Completed Data attendance data chats

G2.B3.S2 Initiate attendance data chats

PD Opportunity 1

Increase communication between administrators, counselors, teachers and parents.

Facilitator

Social Worker Counselors

Participants

Teachers Counselors Social Worker Community Involvement Specialist

Target Dates or Schedule

Biweekly

Evidence of Completion

Increase in attendance Increase in student morale

G2.B4 Minimal Parental involvement

G2.B4.S1 Provide professional development opportunities for parents in navigating educational software program, utilizing the Parent Resource Center, and volunteering within the school.

PD Opportunity 1

Train parents on understanding data

Facilitator

Instructional Coaches Administration

Participants

Leadership Team Instructional Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Attendance and sign in sheets from data workshops

G3. Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or

G3.B1 Ineffective Common Planning

G3.B1.S1 Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standards-based essential questions, rigor in assignments and end products that are aligned to the learning objective

PD Opportunity 1

Will facilitate common planning and monitor the effective use of instructional strategies.

Facilitator

Instructional Coaches Curriculum Support Specialist

Participants

Instructional Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Changes in instructional practice

G3.B1.S2 Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standards-based essential questions, rigor in assignments and end products that are aligned to the learning objective. In addition, implementing and monitoring collaborative planning routine that including sharing out during the planning session. Also monitor the student work folders to evaluate the share work

PD Opportunity 1

Create a common planning schedule and agenda while encouraging teachers to share best practices.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Instructional Curriculum Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

G3.B2 Teacher inconsistency

G3.B2.S1 Maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met based on the lesson and interventions/enrichment groups are targeted and fluid

PD Opportunity 1

Will use lesson plans in order to incorporate higher order questions, variety of learning methodologies and transition from teaching to facilitating.

Facilitator

Instructional Coaches Professional Learning Support Team

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student performance, stamina and participation.

G3.B3 Lack of student-centered learning

G3.B3.S1 Use explicit modeling and implementation of close reading and text dependent questions in all core curriculum areas to increase understanding through an indepth analysis of complex text.

PD Opportunity 1

Participate in a job embeded professional development on common core standards. Infuse the Common Core Standards into lesson plans

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Agends, Sign in Sheets

G3.B3.S2 Teachers will evaluate all lessons for depth of rigor adding question strategies and pruposeful grouping for accountability talk oppourtunites that support student learning and performance at high levels.

PD Opportunity 1

Will use lessons create to incorporate higher order questions, variety of learning methodologies and transition from teachers teaching to students faciliating.

Facilitator

Instructional Coaches

Participants

Teachers Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student performance, stamina and participation.

G3.B6 Limited evidence of rigor in instruction and student work.

G3.B6.S1 Teachers will provide instruction on good research techniques. Student will be given the opportunity to use Discovery Education, NBC Learn, Beyond the Bubbles, TED Talks, graphs and informational texts and primary sources. Students will be given the opportunity to conduct research in the area of Social Studies.

PD Opportunity 1

Incorporate Professional Development activities into daily lessons and research for students.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Agends, Sign in Sheets, Lesson Plans

G4. Teachers across all disciplines will infuse analytical writing strategies.

G4.B1 There is little evidence of teachers implementing the writing process from planning to publishing including peer editing and explicit, corrective feedback on student work.

G4.B1.S1 Provide active coaching on the use of portfolios and the writing process which includes peer editing, explicit, corrective feedback so students know what deficiencies they have

PD Opportunity 1

Review student work for evidence of the writing process, peer editing, reflection and revision.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Authentic student work with corrective feedback

PD Opportunity 2

Provide professional development on the writing process, peer editing, and explicit corrective feedback.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Professional Development sign in and agendas

G4.B1.S2 Create a system that streamlines the corrective feedback process and allow students the opportunity to reflect and revise.

PD Opportunity 1

Utilize common planning as means of incorporating the writing plan into differentiated instruction

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Administrative walkthroughs and effective instructional practices

G4.B2 There is limited evidence of authentic writing in work folders and/or journals across all content areas.

G4.B2.S2 Create and utilize peer editing tools focusing on the essential components of an essay written at proficiency level

PD Opportunity 1

Implement and monitor effective student use of peer editing strategies such as TAG strategy (Tell something you like, Ask a question, Give a suggestion), the CAPS strategy (Capitals, Agreement, Punctuation, Spelling), and the COPS strategy (Correct capitals, outstanding organization, perfect punctuation, spectacular spelling) to build student capacity in each area of the writing process and FCAT Rubric .

Facilitator

Instructional Curriculum Coaches

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Writing Folders, Discussion with students, peer editing papers

G4.B2.S3 Provide professional development to content area teachers on the implementation of writing in their curriculum.

PD Opportunity 1

Instructional Coaches will meet with English teachers in order to discuss how the information will be disseminated to the content area teachers

Facilitator

Instructional Coaches English Teachers

Participants

English Teachers Instructional Coaches

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Professional development sign-in sheets and agenda

G4.B2.S4 Create and implement a school-wide writing plan.

PD Opportunity 1

Collaborate in order to create an effective school-wide writing plan.

Facilitator

Instructional Curriculum Coaches Curriculum Support Specialists

Participants

Teachers Instructional Curriculum Coaches

Target Dates or Schedule

August 2013

Evidence of Completion

Implementation of writing in all content area classes in folders and posted on the wall. Corrective feedback on student writing samples.

G4.B3 There is limited evidence of data used for differentiated instruction and aligning appropriate resources to target student needs.

G4.B3.S1 Increase the use of Mentor texts that are related to specific instructional strategies (teaching descriptive and figurative language, mature vocabulary, organizational patterns, thesis statements, voice, etc) with the goal of teaching students how to use mentor texts to develop their voice as writers and generating various levels of support within their writing.

PD Opportunity 1

Conduct Coaching Cycles focusing on explicit instruction for each specific strategy and implement strategic Common Planning sessions with Creative Writing teachers to prepare them to effectively utilize this strategy.

Facilitator

Instructional Curriculum Coach Curriculum Support Specialists

Participants

Creative Writing Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Common Planning Agendas Lesson Plans Student writing folders

G4.B4 There is limited evidence of students having a strong knowledge of conventions.

G4.B4.S1 Implement Purdue Owl Conventions Mini Lessons, Write Start, and the use of Mentor texts to target student deficiencies.

PD Opportunity 1

Target convention issues on multiple instructional levels and use mentor texts to teach students how writers apply strategies in context.

Facilitator

Reading Coaches Curriculum Support Specialist

Participants

Teachers

Target Dates or Schedule

Common Planning Professional Development Activities

Evidence of Completion

Writing Folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.	\$1,500
G2.	Increase school-wide attendance	\$4,000
G3.	Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or	\$4,500
G4.	Teachers across all disciplines will infuse analytical writing strategies.	\$3,500
Total		\$13,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Other	Total
SIG	\$1,500	\$10,000	\$2,000	\$13,500
Total	\$1,500	\$10,000	\$2,000	\$13,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in science, mathematics and technology.

G1.B2 Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution.

G1.B2.S2 Using performance tasks, essays, portfolios, video presentations, and demonstrations to guide the instructional planning and pacing.

Action Step 1

Provide professional development during common planning on the deep teaching of the standards and adhering that rigor is taught.

Resource Type

Evidence-Based Program

Resource

Funding Source

SIG

Amount Needed

\$1,500

G2. Increase school-wide attendance

G2.B3 Consistency with attendance procedures and policies

G2.B3.S2 Initiate attendance data chats

Action Step 1

Increase communication between administrators, counselors, teachers and parents.

Resource Type

Professional Development

Resource

Funding Source

SIG

Amount Needed

\$2,000

G2.B4 Minimal Parental involvement

G2.B4.S1 Provide professional development opportunities for parents in navigating educational software program, utilizing the Parent Resource Center, and volunteering within the school.

Action Step 1

Train parents on understanding data

Resource Type

Other

Resource

After school PD

Funding Source

SIG

Amount Needed

\$2,000

G3. Implement protocols for collaborative planning which allows core teachers sufficient opportunities to create lesson plans that include: differentiated instruction based on data, daily doable objectives which scaffolds the students' learning, and higher or

G3.B3 Lack of student-centered learning

G3.B3.S1 Use explicit modeling and implementation of close reading and text dependent questions in all core curriculum areas to increase understanding through an indepth analysis of complex text.

Action Step 1

Participate in a job embeded professional development on common core standards. Infuse the Common Core Standards into lesson plans

Resource Type

Professional Development

Resource

Funding Source

SIG

Amount Needed

\$3,000

G3.B3.S2 Teachers will evaluate all lessons for depth of rigor adding question strategies and pruposeful grouping for accountability talk opportunites that support student learning and performance at high levels.

Action Step 1

Will use lessons create to incorporate higher order questions, variety of learning methodologies and transition from teachers teaching to students faciliating.

Resource Type

Professional Development

Resource

Lesson Study

Funding Source

SIG

Amount Needed

\$1,500

G4. Teachers across all disciplines will infuse analytical writing strategies.

G4.B1 There is little evidence of teachers implementing the writing process from planning to publishing including peer editing and explicit, corrective feedback on student work.

G4.B1.S1 Provide active coaching on the use of portfolios and the writing process which includes peer editing, explicit, corrective feedback so students know what deficiencies they have

Action Step 2

Provide professional development on the writing process, peer editing, and explicit corrective feedback.

Resource Type

Professional Development

Resource

Substitute Coverage

Funding Source

SIG

Amount Needed

\$1,500

G4.B2 There is limited evidence of authentic writing in work folders and/or journals across all content areas.

G4.B2.S4 Create and implement a school-wide writing plan.

Action Step 1

Collaborate in order to create an effective school-wide writing plan.

Resource Type

Professional Development

Resource

Lesson Study

Funding Source

SIG

Amount Needed

\$2,000