Miami Beach Nautilus Middle School

2022-23 Schoolwide Improvement Plan

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Miami Beach Nautilus Middle School

4301 N MICHIGAN AVE, Miami Beach, FL 33140

http://nautilus.dadeschools.net/

Demographics

Principal: Humberto Brito

Start Date for this Principal: 7/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: B (61%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Murphy, Mary	Principal	Ms. Murphy oversees all components of the school. Facilitates and monitors all personnel, budgetary and facility day to day supports.
Diaz, Fernando	Assistant Principal	Mr. Diaz oversees the following Custodians, Math, Science, Electives, 1/2 7th and 8th discipline, security schedules, fire alarms, and facility maintenance.
Pearson, Gareth	Other	Mr. Pearson helps to oversee the master schedule, is the media specialist, assists with disseminating school data and other jobs as assigned by the principal.
Fernandez, Rick	Teacher, K-12	Mr. Fernandez oversees the Pre-IB and scholars, teaches Civics ,oversees distribution and monitoring of the school devices.
Taylor, PAM	Assistant Principal	Ms. Taylor is currently overseeing testing, language Arts , Reading, ESE, the SIP, student services, threat assessment, transportation, 6th and 1/2 7th grade discipline, social studies, attendance, Dual Enrollment, the school clinic and is the AP over restorative Justice.

Demographic Information

Principal start date

Wednesday 7/15/2020, Humberto Brito

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

890

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	293	340	383	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	48	59	71	0	0	0	0	178
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	15	7	15	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	14	15	6	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	52	77	0	0	0	0	184
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	80	55	66	0	0	0	0	201
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	17	25	0	0	0	0	59

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	22	23	41	0	0	0	0	86

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Sunday 8/21/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	293	340	383	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	27	73	119	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	18	11	12	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	17	21	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	31	63	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	39	55	0	0	0	0	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	81	131	154	0	0	0	0	366

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	29	53	66	0	0	0	0	148

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	293	340	383	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	27	73	119	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	18	11	12	0	0	0	0	41
Course failure in Math	0	0	0	0	0	0	17	21	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	31	63	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	39	55	0	0	0	0	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	81	131	154	0	0	0	0	366

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	53	66	0	0	0	0	148

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	55%	50%				62%	58%	54%
ELA Learning Gains	57%						61%	58%	54%
ELA Lowest 25th Percentile	44%						47%	52%	47%
Math Achievement	55%	43%	36%				58%	58%	58%
Math Learning Gains	63%						56%	56%	57%
Math Lowest 25th Percentile	63%						51%	54%	51%
Science Achievement	70%	54%	53%				58%	52%	51%
Social Studies Achievement	80%	64%	58%				72%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	60%	58%	2%	54%	6%
Cohort Comparison						
07	2022					
	2019	54%	56%	-2%	52%	2%
Cohort Comparison		-60%				
08	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	58%	5%	55%	8%
Cohort Comparison						
07	2022					
	2019	39%	53%	-14%	54%	-15%
Cohort Comparison		-63%				
08	2022					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	68%	25%	67%	26%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	73%	-4%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	54%	40%	57%	37%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	36	29	18	36	44	39	55			
ELL	33	49	41	36	66	67	26	59	76		
ASN	91			91							
BLK	58	67		33	58		64				
HSP	53	55	43	49	61	63	63	73	90		
MUL	75			75							
WHT	76	62	35	75	65	55	85	96	97		
FRL	51	53	44	46	62	63	61	73	89		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	35	18	23	26	17	38	26			
ELL	43	50	37	37	26	17	39	47	48		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	50	47		32	20		44		50		
HSP	55	51	34	43	22	15	54	59	63		
MUL	90			60							
WHT	79	61	35	67	39	20	80	81	76		
FRL	53	49	34	39	22	15	55	59	59		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS (above)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	44	45	20	40	38	16	14			
ELL	38	50	40	35	51	51	31	46	55		
ASN	87	87		87	67						
BLK	37	59	58	30	29	33	22	25			
HSP	56	56	44	51	52	49	50	69	77		
WHT	81	73	55	80	70	68	81	90	89		
FRL	51	55	43	46	49	45	49	63	74		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS (above)

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

2022- Data findings
The ELA achievement appears to be stagnant showing very minimal fluctuation the past three years. remaining between 58-61%. The 6th grade ELA data for 2022 was 5% lower then the district 53% vs. the district average of 58%. Grade 7 ELA data conversely is 5% higher than the district 58% vs. 53%. Grade 8 ELA data is 52% proficiency while the district average is 54%, 2% higher then the school .In math learning gains and learning gains from the L25% have continued to increase each year (with the exception of a significant drop on the 2021 assessment) Math learning gains increased steadily from 47% in 2021 to 63% in 2022 .Learning gains of the L25% depict the same trend, increasing from 3% in 2017 to 46% in 2018, 51% in 2019 (dropping to 16% in 2021) then continuing with a steady increase in 2022 with 63% of students in the L25 making learning gains. Science data has continued to trend upward each year from 50% proficiency in 2017 to 70% proficiency in 2022, with gains all years in-between including 2021.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The area which clearly demonstrated the greatest need for improvement is learning gains for the L25% in ELA. Only 44% of students made learning gains in ELA, conversely 63% made learning gains in math (which are typically the same students), which even more clearly delineates the need for improvement in ELA L25%.

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

Students, predominantly the lower 25% often struggle with reading coupled with limited direct instruction during the foundational years due to Covid, many students are falling behind in demonstrating basic skills leading to lower numbers of proficiency and learning gains in general. Tutoring will be offered to target the most fragile students and intensive reading was implemented strategically selecting a teacher who has proven data results. We also anticipate hiring a reading interventionist to work closely with this targeted group.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component which showed the greatest improvement from 2021-2022 was math learning gains for the lowest 25%. In 2021 16% made learning gains in 2022 63% made learning gains. Additionally learning gains for the lowest 25% increased from 26% in 2021 to 63% in 2022, an increase of 37%..

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

There were three central new actions which our school took that contributed to this improvement. First, Intensive Math classes were opened in the Master Schedule. These math classes specifically targeted L25 students across all grade levels to help them receive the extra boost they needed to achieve learning gains and/or proficiency. Secondly, an interventionist was hired during the school year and tasked with conducting differentiated small-group instruction with different L25 students throughout the day. This intervention was either Tier 2 or Tier 3, depending on the student. Thirdly, a collective push to use Reflex Math in our Intensive Math classes led to our students achieving significantly higher levels of basic math skill fluency. As every mathematics teacher in the school observed, once students memorize their multiplication tables, the difference is absolutely enormous.

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

We will utilize department meetings for strategic planning, data analysis and standards based and teaching. We will continue to focus on data chats, learning the new standards and the implementation of thought provoking and engaging curriculum. The leadership team will consistently walk through classrooms and solidify teaching and learning is aligned to our vision and mission as well as the new F.A.S.T. Standards.

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

This year, we will offer three distinct types of professional development opportunities at the school site to support teachers and leaders. Firstly, we will hold Reflex Math training PDs for our staff to ensure that every teacher and student has access to Reflex Math and its multiplicative beneficial effect should they need it. Secondly, we will hold STEAM PDs for our staff, where we will highlight the use of fun, engaging STEAM lessons and activities specifically targeted towards L25 students. Any student double-dosing in a subject area will get frustrated and bored with the material. It is essential that we keep our content delivery fresh and engaging to retain student attention and interest. Finally, we will hold PDs throughout the school year about up-and-coming new technologies that can be implemented in the classroom which either facilitate data-driven instruction, or increase student engagement.

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

To ensure the sustainability of our L25 learning gains this year and beyond, we will provide a diversity of additional services. We will continue to offer Intensive Math courses, enrolling as many of our L25 students into them as possible. One of our math teachers also wrote a grant proposal, which was accepted, providing funding for morning tutoring for L25 students from each grade level, twice a week, throughout the school year. We will offer out-of-the classroom incentives to students who perform well in class or in independent study assignments. We will also have Leadership Team members work hand-in-hand with math teachers to help facilitate student engagement and data-driven instruction in all our math classes, but especially among our L25 population.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021 ELA FSA proficiency and learning gains data, the student population has remained stagnant as it relates to learning gains and proficiency. Based on the data, Accountable Talk has been proven to be effective in developing a mindset of reflective learners.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Accountable Talks, our student proficiency rates in ELA will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments from 60% proficient to 65% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team will conduct data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans and data binders for indication of Accountable Talk. Administrators will conduct regular walkthroughs to ensure vertical and horizontal alignment in all content areas is taking place. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will implement data reviews between the Leadership Team and instructional staff. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.
Person responsible for monitoring outcome:	PAM Taylor (288477@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of Accountable Talk, and student centered learning our school will focus on the evidence-based strategy of Accountable Talk. The strategies of Accountable Talk stimulates higher-order and critical thinking - helping students to learn, reflect on their learning, and communicate their knowledge and understanding of classroom content. The implementation of Accountable Talk practices will be monitored with regular walkthroughs, formal and informal best practice conversations between the Leadership Team and instructional staff.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	Accountable Talk will ensure that teachers are using relevant, meaningful and mutually beneficial discussion that is aligned to data to meet student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Describe the resources/ criteria used for selecting this strategy.

From 8/22/2022-10/14/2022 Teachers will develop and implement lesson plans which are aligned to the new F.A.S.T. standards and promote rigor,. As a result of this action step, students will demonstrate engagement and critical thinking skills.

Person Responsible	Mary Murphy (pr6541@dadeschools.net)

8/2/2022-10/14/2022 Teachers will work collaboratively to develop and implement plans which demonstrate cross curricular collaborative planning and promote thoughtful, higher level thinking skills which coincide with the standards and showcase the continuity between middle school core course. As a result of this action step, the students will demonstrate higher levels of proficiency and be prepared for high school curriculum.

Person Responsible	PAM Taylor (288477@dadeschools.net)

8/22/2022- 10/14/2022 Teachers will develop data trackers to implement data chats with not only administration and core departments but with students so they develop an understanding of the areas in which they are in need of additional supports as well as their areas of strength. This will allow teachers to effectively and efficiently monitor and track student progress.

Person Responsible	PAM Taylor (288477@dadeschools.net)

8/22/2022 -10/14/2022 Teachers will develop and utilize lesson plans which clearly delineate differentiated instruction. As a result of tis action step, administrative walkthroughs should showcase strategic student groups utilizing a diversity of resources and working collaboratively.

Person Responsible	PAM Taylor (288477@dadeschools.net)

!0/31/22-12/16/22 All data from PM1,FSA iready, topic tests and mini assessments are shared with administration and each department .Individual department discussions and reviews commenced and the data was clearly disseminated using hyperlinks for each teacher to see standards by student and class. The data was also sorted by teacher and by period depicting standards and progress in scores for each standard for each student. As a result of this action the teachers will have a very clear and concise breakdown of each student's and classes current and past areas of testing strength and areas in need of support.

Person Responsible	Pamela Taylor (pamelataylor@dadeschools.net)

10/31/22-12/16/22 The administration will continuously and consistently walkthrough classrooms, to verify standard aligned instruction based upon data, and showcasing data driven instruction. As a result of this action step, teachers will be reminded to utilize data to drive instruction and be reminded to utilize the resources available in Schoology to support standard aligned instruction on a daily basis.

Person Responsible	Mary Murphy (pr6541@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-22 School Climate Survey staff responses 59% of the responses show staff believe students are deficient in basic academic skills. Additionally almost 30% of staff responded on the climate survey as feeling overloaded and overwhelmed at their job. Strategically utilizing teacher leaders and key personnel will create a diversified leadership team to most effectively and efficiently support the faculty and staff .
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If Targeted Leadership is successfully implemented the percentage of the faculty when given the Climate Survey this year we will see a decrease of 10% of staff from 59% to under 49% of staff who believe students are deficient in basic skills. We also anticipate seeing a decrease of 5% of staff who feel overwhelmed and overloaded from 30% to 25% .
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teacher leaders will be provided opportunities to assume leadership roles and responsibilities and carry out a diversity of tasks, participate and oversee a diversity of committees and truly participate as part as part of the leadership team. Teacher leaders continuously monitored by the principal and work alongside the principal on all endeavors.
Person responsible for monitoring outcome:	Mary Murphy (pr6541@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Involving staff in important decision making processes should yield positive results. We will monitor the responses on the Climate Surveys and collaborate with the teachers on a regular basis to confirm that the addition teachers partaking in leadership roles helps to alleviate the feelings noted on the 2021 Climate Survey of teachers feeling overwhelmed and over worked .
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Principal believes in shared leadership and creating a true community team. By including others in the decision making processes and dispersing the onus throughout a diversity of teacher leaders. Teachers who do not wish to assume additional responsibilities are able to focus on teaching with the additional responsibilities being shared by others.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 Facilitate department and Team meetings providing teachers opportunities to collaborate sharing strategies, ideas, implementation plans and resources. As a result of this action step the students and teachers will benefit from consistent collaboration and planning resulting with a diversity of tools and strategies shared among teachers.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

8/22/22-10/14/2022 Work collaboratively with teacher leaders on the strategic placement of teacher volunteers to assist with supervision during arrival, transitions and dismissal . Collaborate on creating the lunch schedule, testing schedule, master schedule and other foundational school intricacies. As a result of this more teachers assume ownership which creates a cohesive school environment.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

8/22/2022-10/14/2022 Encourage instructional leaders to participate in the EESAC, writing of the SIP, and PTSA activities which incorporate all stakeholders. As a result of this action step, additional faculty will be engrossed in foundational school activities and become active members in the school community. .

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

8/22/2022- 10/14/2022 Offer and promote professional development opportunities which support teachers inclusive of best practices, strategies, tools and incentives relating to F.A.S.T standards and new platforms . Share constructive feedback in small groups and at faculty meetings to work collaboratively. As a result of this action step, teachers will have numerous opportunities to continue to learn and grow by participating in desired and required professional development opportunities.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

10/31/22-12/16/22 The administration will model expectations for department meetings then place the ownership with the Department chairs to create the agenda and conduct the meetings, sharing and disseminating appropriate data and information to the teachers in their departments, As a result of this action step teacher leaders will help in creating a cohesive school environment.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

10/31/22-12/16/22 The administration will continue to offer leadership responsibilities to all teachers and continue to build capacity within the school community. As new initiatives and tasks arise we will teach, guide and support aspiring teacher leaders. As a result of this action step, more teachers will continue to assume leadership responsibilities and acquire more ownership in school based and district based initiatives and programs.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Discipline/ procedures	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 Climate Survey 57% of students who responded to the school climate survey feel drug and alcohol use are a problem at MBNMS. Staff survey data reflects 85% of faculty surveyed feel there is an alcohol and substance abuse problem at the school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We anticipate a more structured and consistent discipline plan supported by all stakeholders promoting a reduction of 10% in both staff and student responses regarding drug/ alcohol concerns at MBNMS. The decrease will be measured by the responses on the School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The 2022-2023 Discipline committee will develop a structured discipline plan in adherence with the Student Code of Conduct following the policies and procedures for progressive discipline. The administrative Team will work collaboratively when dealing with student conduct infractions in order to implement a consistent discipline plan with consistent consequences as deemed appropriate.
Person responsible for monitoring outcome:	Fernando Diaz (fdiaz@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Positive Behavioral Support Systems provides school wide support systems with data based information. Power BI provides referral data which allows us to monitor the number of students receiving referrals as well as the number of students receiving multiple referrals. By consistently reviewing Power BI data we will determine if the discipline plan implementation, consistency and follow through serve as a deterrent for student violations of the Student Code of Conduct,(specifically the aforementioned area of dug and alcohol usage).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on the feedback from the student and staff responses on the Climate Survey the monitoring of student referrals will provide a data based indication as to the effectiveness of the Discipline policy. If all stakeholders are aware of the policy and consequences of infractions we anticipate a reduction in the number of student behaviors.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22, 2022- October 14, 2022 The Miami Beach Nautilus community and leaders will work collaboratively to develop a discipline plan which coincides and adheres to progressive discipline as depicted in the student code of conduct. As a result of this action step, all faculty will follow a clear and progressive plan.

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

8/22/22-10/14/22 Consistent monitoring of students before school during all transitions and at dismissal will continue with a structured plan and current list of stakeholders posts. As a result of this action step, students are consistently monitored at all transitions by staff and security.

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

8/22/2022- 10/14/2022 The Discipline committee will meet on a regular basis to review and adjust the discipline plan as needed in conjunction with the school safety team. We will implement a plan with consistency and fidelity to best create a safe and successful learning environment, As a result of this action step, we will continue to revisit and adjust any issues or ineffectiveness within our plan to make it as effective as possible.

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

8/22/22- 10/14/22 We will utilize Positive Behavior Supports (PBS) and Restorative Justice Practices (RJP) in order to facilitate an effective support system of discipline. As a result of this action step, research based de-escalation is conducted leading to (frequently) conflict resolution).

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

10/31/22-12/16/22 The administration will organize a mid year meeting for each grade level to remind students as to the behavior expectations and the MDCPS Student Code of Conduct. As a result of this action step students will be reminded of the behavior which is expected and the consequences for not following class and school rules.

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

10/31/22-12/16/22 The administration will organize a mid year meeting for each grade level to remind students as to the behavior expectations, and the dangers of controlled substances and the MDCPS Student Code of Conduct. As a result of this action step students will be reminded of the behavior which is expected and the consequences for not following class and school rules.

Person Responsible   Fernando Diaz (fdiaz@dadeschools.net)

10/31/22-12/16/22 The counselors will continue to utilize Restorative Justice Practices as a means of not only de-escalation and but as a preventative measure so to minimize school and class disruptions from student misconduct. As a result of this action step, student referrals will be minimized and overall infractions reduced.

Person Responsible   Pamela Taylor (pamelataylor@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the subgroup data report card on the Florida Department of Education Students with Disabilities (SWD) are below the federal Index of 41% with 35% overall proficiency. ELA achievement is 23%,ELA learning gains 36%, ELA Learning gains of the lowest 25% 29%,Math 18%, Math LG 36%, math learning gains of lowest 25% 44%, science achievement 39%, Social Studies achievement 55%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The desired measurable outcome is a 5% increase in proficiency for the SWD sub-group in all aforementioned tested accountability areas, and Learning gains as seen on iReady progress monitoring AP1, AP2, AP3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will continue to support the ESE teachers through collaboration, target Professional Development opportunities, and continuous walkthroughs to verify there is student engagement and rigorous teach implemented consistently with fidelity.
Person responsible for monitoring outcome:	Mary Murphy (pr6541@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through the implementation of data driven instruction iReady progress monitoring, informal and formal class assessments should be reviewed consistently during data chats with students to determine areas/ topics in need of additional review.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student focused data chats will provide an opportunity for the teacher to monitor student progress on a consistent basis. By consistently monitoring and reviewing student data with the students, both the students and teachers are aware of the areas in which they need additional support as well as the concepts and ideas in which they are proficient.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22 Utilization and implementation of data chats with all students. Either teacher made data chat forms will be utilized or the data chat forms on the iReady site are available for ELA and Math. As a result of this action step it is easy to determine that data chats were conducted with students.

Person Responsible	PAM Taylor (288477@dadeschools.net)

8/22/22-10/14/22 Tutoring will be strongly recommended for ESE students who are not demonstrating proficiency. Tutoring will be offered throughout the school year as well as on Saturdays. as a result of this action step students in need of additional content area supports are provided the opportunity,

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

8/22/22-10/14/22 Students are scheduled in Intensive Reading classes and this year we are also offering Intensive math. The teachers are strategically selected to maximize student gains and proficiency. As a result students in need are receiving a more structured reading intervention and reading strategies.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

8/22/22-10/14/22 To ensure consistency and continuity, all faculty will be using Remind App this year as a means of two way communication with parents in order to keep parents updated regarding student progress. As a result of this step we will have consistent communication throughout the school with our parents.

Person Responsible   Rick Fernandez (rfernandez4@dadeschools.net)

10/31/2022 -12/16/2022 Clear and concise data chats were conducted with all the teachers in each department. The ESE department is a small group and strategies to address the lower 25% (predominately ESE students were a target of the discussion). Current and past (2021-2022) data was provided for each class and student. As a result of this action step data driven instruction will be implemented with fidelity. Tools and strategies identified such as differentiated instruction and close reading strategies will lead to student learning gains.

Person Responsible   Mary Murphy (pr6541@dadeschools.net)

10/31/2022-12/16/2022 Discussion regarding the implementation of tutorial platforms will be discussed to support our ESE students such as Khan Academy, Edgenuity and small group in person tutoring. As a rsult of this action step, additional assistance will be provided to ESE students with the implementation of data driven instruction as the foundation to continue building upon.

Person Responsible   Margareth Schereiber (mschreiber@dadeschools.net)

Positive Culture & Environment

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

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

The school addresses building a positive school culture through a diversity of channels. The principal diversifies the leadership team through inclusive leadership. Many teacher leaders are provided with the opportunity to have leadership roles within the school community. Teacher leaders work on the master schedule, pulling data, supervisory arrival and dismissal duties. The teacher leaders are provided the opportunity to assist with transportation, decision making and truly have ownership within the school community. The data in the school Climate Survey provided optimistic results, depicting an overall positive school culture and environment.

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

Miami Beach Nautilus Middle School located in Miami Beach is part of a very unique community where the community and stakeholders play a very active role in the Miami Beach Schools. The PTA is very engaged with over 200 members and the City of Miami Beach officials and the City of Miami Beach Police play an active and supportive role at the school . The parents are very enthusiastic and actively participate in their child's education. The ownership of the community, parents, staff and students truly creates a positive school culture and promotes a strong sense of community and a supportive learning environment.