North Miami Beach Senior High

leadership

analysis

Florida

college and career

students

mission

family and community involvement

school improvement

ambitious

striving

teaching

achievement

relationships

success

areas of focus

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

resources

growth

2022-23 Schoolwide Improvement Plan

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North Miami Beach Senior High

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

http://nmbchargers.org

Demographics

Principal: Randy Milliken A

Start Date for this Principal: 7/15/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C (50%) 2018-19: C (52%) 2017-18: C (50%)
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.

Purpose and Outline of the SIP

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

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North Miami Beach Senior High

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

http://nmbchargers.org

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)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

North Miami Beach Senior High School's mission is to create a safe and effective learning environment in which all students experience academic, social, and career-related success in becoming lifelong learners in our ever-changing technological and global society.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
		district and state personnel regarding the school's data, instructional programs and intervention strategies.
Williams, Yolanda	Instructional Coach	Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.
Jean, Monise	School Counselor	Implements programs and intervene with attendance problems, work with students, families and the School Attendance Review Team on attendance issues/problems. Facilitates intervention plans and ensures that students are placed in classes consistent with the Pupil Progression Plan.
Adeleke, Adeloni		Advises students about their post secondary educational options in addition to the following: 1. Review credit history 2. Work with students to develop their long and short term goals 3. Meet with students, parents and community members 4. Linking students and families with financial institutions to pay for their post graduation education.

Demographic Information

Principal start date
Monday 7/15/2013, Randy Milliken A

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.*
0

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.*
19

Total number of teacher positions allocated to the school
80

Total number of students enrolled at the school
1,179

Identify the number of instructional staff who left the school during the 2021-22 school year.
16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

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	0	0	0	297	266	280	336	1179
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	76	86	118	345
One or more suspensions	0	0	0	0	0	0	0	0	0	70	34	34	18	156
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	26	23	22	81
Course failure in Math	0	0	0	0	0	0	0	0	0	42	57	8	17	124
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	114	110	137	0	361
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	150	117	139	4	410
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	139	100	140	117	496
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	60	10	125	86	281

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4	2	1	17	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	2	7	13	28

Date this data was collected or last updated
Monday 7/18/2022

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

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

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	312	335	313	354	1314
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	73	92	106	5	276
One or more suspensions	0	0	0	0	0	0	0	0	0	36	36	14	0	86
Course failure in ELA	0	0	0	0	0	0	0	0	0	26	25	21	0	72
Course failure in Math	0	0	0	0	0	0	0	0	0	58	7	14	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	139	0	0	244
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	119	135	6	0	260
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	103	141	125	8	377
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	33%	54%	51%				36%	59%	56%
ELA Learning Gains	48%						43%	54%	51%
ELA Lowest 25th Percentile	37%						39%	48%	42%
Math Achievement	29%	42%	38%				26%	54%	51%
Math Learning Gains	47%						43%	52%	48%
Math Lowest 25th Percentile	54%						57%	51%	45%
Science Achievement	34%	41%	40%				63%	68%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	45%	56%	48%				49%	76%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	68%	-12%	67%	-11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	71%	-22%	70%	-21%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	63%	-40%	61%	-38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	54%	-32%	57%	-35%

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	40	38	26	49	57	31	43		93	46
ELL	8	40	31	27	47	47	17	21		97	64
BLK	34	49	41	29	46	55	34	43		98	74
HSP	28	44	23	27	49	53	32	52		91	73
FRL	33	49	38	29	46	54	34	46		97	73
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	24	20	11	37	55	14	24		95	11
ELL	10	28	25	11	30	49	23	12		88	48
ASN	40	60									
BLK	24	30	21	14	28	46	22	42		95	52
HSP	28	35	35	10	27	56	42	46		90	55
WHT	36										
FRL	26	32	24	13	27	48	26	41		95	54
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	48	53	27	42	50	57	28		90	62
ELL	12	38	36	21	43	55	37	30		73	63
ASN		64								91	90
BLK	36	41	38	25	41	61	61	46		90	69
HSP	34	48	39	29	46	46	65	54		84	73
WHT	50	67									
FRL	35	43	41	27	43	58	62	49		88	71

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	49
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

2019 and 2021 Data:

Comparing 2019 with 2021 data, North Miami Beach Senior High School's ELA academic achievement increased by 1%, from 35% to 36%. Science showed a 16% increase in points, from 47% to 63%. The lowest 25% ELA learner's performance decreased from 46% to 39%. The lowest 25% in math increased 3%, from 54% to 57%. Based on the 2020-2021 FSA and EOC data, the greatest need for improvement was in geometry. Geometry scores reflected an overall passing rate of 9%, the lowest score of all subject areas. 9th grade ELA passing rate decreased by 8% percentage points in 2021. 10tth grade ELA passing rate decreased by 5%. In 2021, Biology EOC data showed a 26% passing rate, 30%-point decrease from 2019. US History EOC data showed a 41% passing rate, 8 % decrease from 2019.

2022 Data:
In 2022, ELA averaged 33%, a 31% average for the past 3 years. In 2022, ELA's lowest 25% experienced a
16 % increase in learning gains from 2021. In 2021, math decreased by 13%. However, in 2022, the math average was 29%, a 23% average for the past 3 years. In 2022, Math's lowest 25% increased by

3% in learning gains. In 2022, science experienced a 8% increase in proficiency. U.S History experienced a 2 % increase in proficiency. Although, science and U.S History showed an increase in proficiency from 2021, the 2022 EOC scores do not reflect the progress made on topic assessments in the 2021-2022 academic year.

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

2019 and 2021 Data:
Based on the 2019 state assessments, the greatest need for improvement was in math achievement. The 2019 percentage for math achievement was 26%. Math proficiency was the lowest in all subject areas. Furthermore, the mid-year proficiency data for 10th graders was a total of 19.4% in math which was below the school's goal. In 2021, based on the FSA and EOC assessment data, the greatest need for improvement was Geometry achievement. According to the 2020-2021 school year data, geometry scores reflected an overall percentage passing rate of 9 %, the lowest achievement score of all subjects.

2022 Data:
According to the 2021-2022 school year data, geometry continues to reflect the greatest need for improvement. In 2021, Geometry had a proficiency of 9%. In 2022, it increased by 10% but has the lowest achievement score of all subjects. According the 2022 FSA data, biology increased in proficiency by 8%. Although, there was an increase of 8 percentage points, the scores show an inconsistency with the topic assessment and MYA data. 2022 MYA data shows that biology outperformed the district by 8.2 %. Another area that needs improvement is US. History. In 2022, US History had a 45 % proficiency, which is a 4% increase from the 2021 data. Based on the 2021 and 2022 topic assessments and MYA data, they should have shown a larger increase in proficiency for the 2021-2022 school year. On the 2022 MYA data, U.S. History outperformed the district by 3.6 percentage points.

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

2022 Data findings:
In geometry, one of the contributing factors for this need of improvement was not having a math coach for geometry. Also, there was a need for a consistent interventionist to assist with remediation. In the 2022-2023 school year, it will be necessary to have geometry teachers attend professional development in strategic instructional strategies that will assist with helping students master geometry benchmarks. One of the contributing factors that impacted the learning loss for the lowest 25% in 9th grade ELA was the need for a 9th grade Intensive Reading teacher during the 2021-2022 school year. To address this need for improvement, it will be imperative to secure a 9th grade reading teacher for the 2022-2023 school year. One of the contributing factors for the inconsistency in biology progress monitoring and 2022 state assessment was poor teacher attendance during the 2021-2022 school year. To address this need, there will be a focus to increase teacher attendance through schoolwide school culture initiatives. Also, provide targeted support by increasing the use of labs and/or activities that provide hands-on opportunities to enhance instructional delivery.
One of the contributing factor in the inconsistency in US. History progress monitoring in the 2021-2022 school year was the percent of students tested for topic assessments. Attendance initiatives will assist with making improvements in this area. Also, ESOL students will be provided with language support through the HLAP and intervention. Furthermore, ensuring that consistent support is provided to level 1 and 2 students through interventions.

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

2022 data findings:
Referencing the FSA data, overall math proficiency in 2021 was 13%. In 2022, it yielded a 16 percent

increase in proficiency. ELA also showed improvement. The overall ELA learning gains increased by 12 percentage points. ELA proficiency increased by 8 percentage points.

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

The contributing factors that led to improvements in math assessment was the implementation of data driven instruction. Algebra I teachers worked collaboratively throughout the school year to target the weakest benchmarks. There was an increase in checks for understanding in lesson planning to identify learning goals and to address student's errors. In addition, common planning with the math CSS and administration was contributing factor for this improvement. Extended learning, such as after school tutoring and Saturday Academy was also a contributing factor. In ELA, one of the contributing factors that assisted with an increase in learning gains was having a consistent interventionist who provided small group intervention and held data chats with students. Also, disaggregation of MYA and READ 180 data to address the weakest standards and differentiate instruction based on student needs. In addition, consistent common planning with literacy coaches and administration contributed to the over all success in ELA achievement.

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

To accelerate learning in the 2022-2023 academic year and increase proficiency in ELA, US History, Biology and math, we will further implement the use of checks for understanding strategies in all subject areas. We will also implement Differentiated Instruction, a strategy that involves providing different students with different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas.

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

During the 2022-2023 school year, in-house professional development opportunities will be a major factor to support teachers and leaders. The PLST team will lead professional developments by sharing best practices during faculty meetings. The professional development will focus on the use of technology to enhance instruction, differentiated instruction, checks for understanding, ESOL strategies and classroom management. Also, teachers will share best practices during department and collaborative planning meeting.

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

To provide additional services for improvement, the administrative team will attend weekly collaborative planning and set high expectations for students and staff throughout the 2022-2023 school year. The administrative team will also conduct weekly walkthroughs to ensure quality instruction is taking place and provide feedback on how to improve student engagement and instructional delivery. The school's curriculum council made up of all academic department heads will empower school leaders to take ownership in the academic success of their students. The administration will create an environment supporting collaboration and team building to address culture and environment. To prevent teacher burnout, they will also promote an environment of appreciation and gratitude. Lastly, to enhance parental involvement. NMB will continuously update its social media and website to keep parents updated. Parent events that promote academic success, will occur during the school year. There will also be a reintroduction to parent-teacher conferences coordinated by the student services department.

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

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#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.	Based on our data review, geometry increased by 10% from 2021 but has the lowest achievement score of all subjects. ELA proficiency in 2022 was 33%, an 8 % increase from 2021. The goal is to increase proficiency to reflect the 36% proficiency in 2019. There was a 3% percent decrease from the 2021 data. Although biology increased in proficiency by 8%, the scores show inconsistency with the topic assessment and MYA data. The 2022 MYA data shows that biology outperformed the district by 8.2 %. Another area that needs improvement is US. History. Although U.S. History proficiency increased by 2% in 2022, the topic assessment and MYA data indicated that they should have shown a larger increase in proficiency for the 2021-2022 school year. Based on the MYA data, US. History outperformed the district by 3.6 percentage points. They also outperformed the district on all topic assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The achievement goals for the 2022-2023 school year are as follows: geometry proficiency will yield a 5-percentage point increase from the 2022 data point. ELA proficiency will increase by 3%, biology proficiency 10% and US History proficiency 5%. If teachers provide students with instruction that is standards-aligned, then student achievement for the 2022-2023 school year will reflect the goals set in each category.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal and assistant principals will coordinate with department chairpersons and literacy coaches to ensure that all content areas develop a collaborative planning calendar for each quarter. The first quarter calendar will be developed and submitted by Friday, September 9th, 2022. The Leadership Team will actively participate in collaborative planning to provide timely feedback to teachers. The administrative team will conduct weekly walkthroughs to ensure quality aligned instruction is executed in our classrooms. Administrators will review lesson plans weekly to ensure students are being provided standards-aligned instruction.
Person responsible for monitoring outcome:	Beulah Fray (bfray@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of: Standard-Based Collaborative Planning. Standard-Based Collaborative Planning will constitute the use of B.E.S.T standards, pacing guides, item specifications, achievement level descriptors, and district resources to plan standard-aligned lessons. Lessons will follow the Gradual Release of Responsibility Model (GRRM).

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standard-Based Collaborative Planning will ensure that teachers are aligning all components of their lessons to the B.E.S.T standards, pacing guides and item specifications. Teachers will make adjustments to their instructional plans and lessons during common planning to ensure they are aligned to the achievement level descriptors and standards.

Action Steps to Implement

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 – 10/14: The geometry team will attend weekly common planning to develop an instructional focus calendar, standard-aligned lessons, and lesson plans. As a result, the principal will conduct debriefing sessions with administrators to ensure that all planning sessions support school improvement goals.

Person Responsible	Billy Ridore (ridorebilly@dadeschools.net)

822– 10/14: The biology team will attend weekly common planning to develop an instructional focus calendar, standard-aligned lessons, and lesson plans. As a result, the principal will conduct debriefing sessions with administrators to ensure that all planning sessions support school improvement goals.

Person Responsible	Giselle Mendieta (gmendieta2@dadeschools.net)

8/22 – 10/14: The ELA team will attend weekly common planning to develop an instructional focus calendar, standard-aligned lessons, and lesson plans. As a result, the principal will conduct debriefing sessions with administrators to ensure that all planning sessions support school improvement goals.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

8/22 – 10/14: The US. History team will attend weekly common planning to develop an instructional focus calendar, standard-aligned lessons, and lesson plans. As a result, the principal will conduct debriefing sessions with administrators to ensure that all planning sessions support school improvement goals.

Person Responsible	Mariaceleste Balsano (mbalsano@dadeschools.net)

8/22 -10/14: Administration will conduct weekly walkthroughs where lesson plans will be checked for standard-aligned instruction and lessons that are scaffolded using the GRRM. In turn, administration will see evidence of common standards-aligned lessons and provide accurate timely feedback. As a result, administration will monitor the level of instruction occurring in the classroom and an increase in proficiency will be observed on the 2022-2023 PM3 and EOC data.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

10/15-1/13: Administrators will review student products to ensure that explicit feedback is targeting standards being taught. As a result, administration will monitor the level of instruction occurring in the classroom and an increase in proficiency will be observed on the 2022-2023 PM3 and EOC data.

Person Responsible   Billy Ridore (ridorebilly@dadeschools.net)

10/15-1/13: Teachers will develop bell ringers and or exit tickets that target standard-aligned instruction. As a result teachers will monitor their level instruction and student mastery of the standards. Evident by an increase in proficiency on the 2022-2023 PM and EOC data.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

#2. ESSA Subgroup specifically relating to English Language Learners	
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 ESSA data, ELL students fall below the 41% threshold. According to 2021-2022 FSA data, there was 0% proficiency in 9th and 10th grade ELA. Math also fell below the 41% threshold. Algebra 1 ELL students had 17% proficiency. Geometry students had a proficiency of 18%. To increase proficiency for our ELL population it will be necessary to improve our ability to vary instruction based data-driven differentiated instruction. We will scaffold lessons to ensure that all ELL learners have access to grade-level content, which will in turn increase proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome is to increase ELA proficiency from 0% to 10%, Algebra 1 to 22 % and geometry to 23%. Providing ELL students with ESOL strategies, vocabulary enrichment, and differentiated instruction, will provide students with instruction that is based on their individualized data. The specific measurable outcome will show an increase in proficiency for our ELL students, as evidenced by progress on benchmarks, topic assessments and EOC assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional coaches, teachers and administrators will analyze student monthly formative assessments and progress monitoring to monitor our ELL student progress. Literacy coaches will use a data tracker to track all ELL student to ensure that they are provide with skill building strategies. The data tracker will be monitored through weekly leadership team meetings, administrative walkthroughs, weekly collaborative planning, and data chats. This discussion will drive remediation in standards and skills that students need and provide additional support to close the achievement gap and make adequate progress.
Person responsible for monitoring outcome:	Beulah Fray (bfray@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Differentiation, our school will focus on the evidence based strategy of Data-Driven Instruction. Through Data-driven instruction, teachers will assist in accelerating proficiency and systematically address the needs of our diverse students by providing differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Differentiated-Instruction was selected to ensure that teachers provide lessons that meet the needs of the ELL students to assist with gaining proficiency. It will allow teachers, administration, and curriculum leaders to set goals, plan for interventions and differentiate instructional needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

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 -10/14: To provide an opportunity for ELL students to receive differentiated instruction early in the school year; administration, teachers, and Reading Instructional Coaches, will disaggregate and analyze the ELL student population using 2022 FSA reading data and the PM1 results to establish targeted learning groups. As a result, by the end of the 2022-2023 school year, their will be an increase in proficiency for our ELL students.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

8/22- 10/14: To provide an opportunity for students to receive differentiated instruction early in the school year; administration, math CSS, and teachers will disaggregate and analyze the ELL student population using 2021 and 2022 Geometry EOC scores and the 1st topic assessment to establish targeted learning groups. As result, teachers will provide instruction that will assist to increase proficiency on the Geometry EOC.

Person Responsible	Billy Ridore (ridorebilly@dadeschools.net)

8/22- 10/14: During weekly collaborative planning, teachers will develop lesson plans that are inclusive of Differentiated Instruction (DI). Teachers will have student groups that target ELL students, appropriate resources, and lesson plans that reflect DI instruction. As a result, teachers will collaborate and brainstorm challenges, needs and shared practices. Implementation of a DI lesson will be modeled by instructional coaches in collaborative planning.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

8/22-10/14: Teachers will collaboratively develop data trackers that can be used to track mini assessments that are aligned to weekly small group instruction. Tracking ELL student data will allow for ongoing progress monitoring and for adjustments to math and ELA standard based needs. Administration to teacher and teacher to student data chats will occur to ensure that all stakeholders are aware of student performance. As a result, teachers will be able to provide appropriate remediation and ensure students are making adequate progress.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

10/15-1/13: Teachers will use their formative and summative data (topic assessment, PM1, exit slips) to create DI groups. As a result, students will be provided remediation on the weakest standards.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

10/15-1/13: Teachers will create groups of both fluent and emergent students to help support the mastery of various standards. As a result, ELL students will increase in proficiency in the various standards cross curriculum.

Person Responsible	Beulah Fray (bfray@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Professional Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-22 school climate PD survey, 32.26% of respondents disagree/ strongly disagree that the school's Professional Learning Support Team (PLST) promotes a school culture of collaboration and collective responsibility for student learning. According to the 2020-21 school climate survey, 32% also disagree/strongly disagree that the PLST promotes a school culture of collaboration and collective responsibility for student learning. This is the second year in a row where 32% of respondents feel there is limited collaboration. As a result, we selected this area of focus because professional development is essential to continuous teacher growth and development which will have a positive impact on student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, 90% of respondents will agree that the school's Professional Learning Support Team (PLST) promotes a school culture of collaboration and collective responsibility for student learning.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Professional Learning Support Team (PLST) and department chairs will work collaboratively to provide professional development during designated monthly faculty meetings. Department chairs will meet during curriculum council meetings to plan activities, interventions, and presentations for faculty related to best teaching practices, student engagement and classroom management.
Person responsible for monitoring outcome:	Beulah Fray (bfray@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The Framework of Effective Professional Learning is the evidence-based strategy being implemented. The PLST team and department chairs will develop professional development by using authentic artifacts, interactive activities, and other engaging strategies to enhance professional learning and instructional delivery.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The rationale for selecting the Framework of Effective Professional Learning is based on research that shows ongoing professional development impacts a teacher's quality of teaching and increases student achievement.

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 - 10/14: PLST and department chairs will plan for Framework of Effective Professional Learning (FEPL) activities that promote active learning strategies. As a result, teachers will build a learning community and increase student achievement.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

8/22- 10/14: Monthly professional development presented by the PLST members/department chairs during faculty/department meetings on the new FL B.E.S.T standards aligned to school goals and current student data. As a result, teachers will implement best practices in their instructional delivery and increase student achievement. As evidenced by monthly agendas with minutes discussing the activities presented.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

8/22-10/14: Provide opportunities for the PLST team to actively collaborate on a monthly basis with administration in the planning and decision-making process for ongoing professional development. As a result, teachers will have a voice and feel included in the decision-making process that will help to build a learning community and positive school culture.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

8/22-10/14: During the October 5th professional development meeting, the PLST/Department chairs will collect needs assessment survey from teachers on suggestions for future professional development and areas of focus. As a result, teachers will receive professional development that will enhance their professional growth.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

10/15-1/13: The curriculum council and the PLST will work collaboratively to create a school wide vocabulary initiative cross-curricular. As a result, knowledge of prefixes, suffixes and root words will provide students with a commonality among all subjects.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

10/15-1/13:Administrators will attend professional development provided by the districts and ETO to turn key to faculty during onsite professional development. As a result, best practices and the FEPL will be addressed to build teacher capacity.

Person Responsible   Beulah Fray (bfray@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-22 staff survey, 25% of respondents reported that the principal or assistant principal(s) conducted instructional walkthroughs in their classroom monthly and 28% reported quarterly. According to the 2020-21 staff survey, 36% reported that the principal or assistant principal(s) conducted instructional walkthroughs in their classroom monthly and 40% reported quarterly. This is a decrease of 11% and 12% in monthly and quarterly walkthroughs. The results of the survey reflect the need to consistently provide specific teacher feedback and conduct instructional walkthroughs in both core and elective classes to ensure high academic expectations in all academic areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If the targeted element of Specific Teacher Feedback and Walkthroughs are properly implemented, teachers will build their capacity to improve instruction that will directly impact academic achievement. The achievement goals for the 2022-2023 school year are as follows: geometry proficiency will yield a 5-percentage point increase from the 2022 data point. The lowest 25% in 9th grade ELA will yield a 4- percentage point increase, biology proficiency 10% and US History proficiency 5%. If teachers in both core and elective courses provide students with instruction that is standard aligned, then student achievement for the 2022-2023 school year will reflect the goals set in each category. Progress towards the goals mentioned will be monitored using FAST progress monitoring and topic assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor the effectiveness of this area of focus, once there is feedback given to the teacher, teachers will work collaboratively with their department to address deficiencies in instructional delivery and student performance. By January 10th, there will be a review of performance data from assessments taken mid-year and quarterly in class. During January 17th leadership meeting, the administrative team will meet to discuss the observable impact of specific teacher feedback on instructional delivery, student engagement and student academic achievement.
Person responsible for monitoring outcome:	Randy Milliken (pr7541@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Using the strategy of "Consistent, Developmental Feedback" will allow for clear expectations to be communicated to faculty and staff ultimately facilitating shifts in behavior and support to ensure progress towards academic goals. Timely feedback fosters professional growth and will build a culture of trust and responsibility as it conveys confidence in staff's ability to reflect on instructional delivery and make the appropriate adjustments to lessons that will target specific areas of instruction that need improvement. Feedback will be provided by the principal and assistant principals through debriefs and NMB Instructional Walk-Through Check list based on the District Framework of Effective

implemented for this Area of Focus.	Instruction. Elective teachers will attend in-house professional development on best teaching practices. Literacy coaches will provide feedback through coaching cycles.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By setting high expectations for students and staff and providing consistent, developmental feedback, leadership can effectively communicate their vision through direct expectations. By identifying areas of concern, providing resources to facilitate growth and opportunities for improvement, this strategy will build the capacity of the students and the staff that would have a direct positive effect on the overall school improvement. Students and staff will take ownership for the implementation of strategies necessary to achieve the goal of improving overall achievement scores.

Action Steps to Implement

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.

9/5 - ongoing: During Common planning, assistant principals will meet with their selective departments and set goals for walkthroughs and identify "Look For's" based on Frame Work of Effective Instruction. As a result, monitoring of classroom instruction and interventions will take place to ensure that students are making adequate progress.

Person Responsible	Randy Milliken (pr7541@dadeschools.net)

9/12- ongoing: the administrative team will set high expectations for student achievement and instructional delivery by consistently conducting walkthroughs to observe instructional delivery and student engagement. As result, administrators will be able to monitor classroom instruction to ensure academic achievement.

Person Responsible	Randy Milliken (pr7541@dadeschools.net)

9/12- ongoing: The administrative team will conduct instructional reviews in elective courses to observe the use of engagement strategies (text annotation, Think-Pair-Share, quick writes). As a result, students will take ownership of their learning, evident by topic assessments, student work samples, and 2023 state assessments.

Person Responsible	Randy Milliken (pr7541@dadeschools.net)

9/19- ongoing: The administrative team will debrief with elective teachers after walkthroughs and provide feedback on how to improve student engagement. As a result, students will be able to transfer knowledge and skills cross curricular. An increase in student achievement will be evident on the 2023 state assessment.

Person Responsible	Randy Milliken (pr7541@dadeschools.net)

10/15-1/13: The administrative team will conduct walkthroughs and give immediate feedback to improve instructional delivery. As a result, an increase in proficiency will be observed on topic assessment and state assessments. An increase in student achievement will be evident on the 2023 state assessment.

Person Responsible Beulah Fray (bfray@dadeschools.net)

10/15-1/13: The principal will debrief with elective teachers after walkthroughs and provide feedback on how to improve instructional delivery. As a result, students will be able to transfer knowledge and skills cross curricular. An increase in student achievement will be evident on the 2023 state assessment.

Person Responsible Randy Milliken (pr7541@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.

At North Miami Beach Senior High School (NMB), we have applied various initiatives and strategies to promote a positive school culture environment. To support students in their academic achievement and over all high school experience, we emphasize school pride by encouraging students to be active participants in school events. Students are encouraged to join at least one club, such as Charger Pride, Charger Cultural Club, Women of Tomorrow, 5,000 Roles Models and many more. Also, the Parent Resource Room is available and encourages family and community participation and engagement within the school. In order to continue to encourage a positive school culture and environment, NMB will encourage parents, teachers, students to become active members of PTSA this 2022-2023 school year.

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

The stakeholders responsible for establishing and building a positive school culture and environment are the principal, assistant principals, instructional coaches, lead teachers, counselors, and other personnel delegated by the principal. All stakeholders are directly responsible for establishing schoolwide initiatives collectively. The principal's role is to oversee and supervise all schoolwide initiatives and to directly address any issues preventing positive morale and positive school culture. Collectively, the assistant principals will monitor and ensure schoolwide initiatives are being implemented and provide course corrections. Lead teachers, instructional coaches, and counselors will plan action steps to implement initiatives to boost school culture and overall morale for faculty, staff, and students. In addition, they will serve as a bridge to the administration on behalf of the faculty and staff to relay any concerns, comments, or suggestions; but all stakeholders with share the responsibility for connecting and building relationships with students, parents, and families.