Miami Beach Nautilus Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Beach Nautilus Middle School

4301 N MICHIGAN AVE, Miami Beach, FL 33140

http://nautilus.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brito, Humberto	Principal	Mr. Brito oversees all components of the school. Facilitates and monitors all personnel, budgetary and facility day to day supports.
	Assistant Principal	Ms. Taylor is currently overseeing testing, language Arts, Social Studies ,Reading, ESE, the SIP, student services, threat assessment, testing, school clinic grade level discipline, student services, attendance, Dual Enrollment, Accreditation and is the AP over restorative Justice and the PLST team.
Diaz, Fernando	Assistant Principal	Mr. Diaz oversees the following custodians, math, science, electives, grade level discipline, security, fire alarms, and facility maintenance and transportation.
Porter, Robin	Teacher, K-12	Department Chair responsibilities include attending required PD meetings and disseminating the information to the departments. Department chairs oversee the distribution and departmental utilization of textbooks. The chair serves as the liaison to the administration and represents the voice of the faculty.
Schereiber, Margareth	Other	Oversees all ESE students, completes IEPS and monitors student progress in all aspects of their education. Works with admin and staffing specialist regarding all ESE components.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school Improvement process each school year begins with the school leadership team at Synergy in July. The Leadership team reviews and analyzes school data. The team works collaboratively to complete the foundational framework of the SIP. The department chairs and teacher leaders are provided opportunities to work in conjunction with the administration to further the development of the SIP. The information will be shared with all stakeholders at opening of schools orientations, department meetings , faculty meetings and EESAC meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is a "living" document which will be reviewed on a consistent basis in order to update, adjust and revisit the action steps implemented. We will revisit in October, and Mid -year as well as the end of the year reflection to determine effectiveness and the need for additional or adjusted action steps. We

will consistently and continuously revisit the SIP areas of focus, implementation strategies and action steps to determine effectiveness at department meetings, faculty meetings and with our EESAC.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	31	55	75	161
One or more suspensions	0	0	0	0	0	0	4	34	50	88
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	18	0	12	30
Course failure in Math	0	0	0	0	0	0	24	11	3	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	63	88	209
Level 1 on statewide Math assessment	0	0	0	0	0	0	84	67	80	231
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	94	95	125	314

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	64	67	90	221

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	48	59	71	178
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	15	7	15	37
Course failure in Math	0	0	0	0	0	0	14	15	6	35
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	52	77	184
Level 1 on statewide Math assessment	0	0	0	0	0	0	80	55	66	201
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	17	17	25	59

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	22	23	41	86

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	54	75	117	246
One or more suspensions	0	0	0	0	0	0	36	62	88	186
Course failure in ELA	0	0	0	0	0	0	0	11	27	38
Course failure in Math	0	0	0	0	0	0	11	2	6	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	68	86	129	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	72	80	178	330
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	97	123	171	391

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	72	89	175	336

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	56	49	60	55	50	61		
ELA Learning Gains				57			54		
ELA Lowest 25th Percentile				44			35		
Math Achievement*	59	60	56	55	43	36	49		
Math Learning Gains				63			26		
Math Lowest 25th Percentile				63			16		
Science Achievement*	72	55	49	70	54	53	62		
Social Studies Achievement*	79	72	68	80	64	58	66		
Middle School Acceleration	88	74	73	92	56	49	68		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	66	50	40	80	77	76	60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	51			
AMI				
ASN				
BLK	54			
HSP	67			
MUL				
PAC				
WHT	83			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	53			
AMI				
ASN	91			
BLK	56			
HSP	63			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
MUL	75			
PAC				
WHT	72			
FRL	62			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	58			59			72	79	88			66
SWD	32			32			42	45			5	62
ELL	29			40			39	64	66		6	66
AMI												
ASN												
BLK	59			50			53				3	
HSP	52			54			67	76	86		6	67
MUL												
PAC												
WHT	76			75			84	86	93		5	
FRL	48			45			65	75	83		6	55

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	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	60	57	44	55	63	63	70	80	92			80
SWD	23	36	29	18	36	44	39	55				
ELL	33	49	41	36	66	67	26	59	76			80
AMI												
ASN	91			91								

						2021-22 ACCOUNTABILITY 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**	**ELP Progress**
BLK	58	67		33	58		64					
HSP	53	55	43	49	61	63	63	73	90			80
MUL	75			75								
PAC												
WHT	76	62	35	75	65	55	85	96	97			
FRL	51	53	44	46	62	63	61	73	89			79

						2020-21 ACCOUNTABILITY 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**	**ELP Progress**
All Students	61	54	35	49	26	16	62	66	68			60
SWD	24	35	18	23	26	17	38	26				
ELL	43	50	37	37	26	17	39	47	48			60
AMI												
ASN												
BLK	50	47		32	20		44		50			
HSP	55	51	34	43	22	15	54	59	63			60
MUL	90			60								
PAC												
WHT	79	61	35	67	39	20	80	81	76			
FRL	53	49	34	39	22	15	55	59	59			58

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2023 - Spring	49%	50%	-1%	47%	2%
08	2023 - Spring	54%	51%	3%	47%	7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	50%	-7%	47%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	60%	58%	2%	54%	6%
07	2023 - Spring	32%	48%	-16%	48%	-16%
08	2023 - Spring	46%	59%	-13%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	40%	2%	44%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	56%	23%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	52%	44%	48%	48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	68%	4%	66%	6%

III. Planning for Improvement

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2022-2023 FAST PM3 data for math students in 7th and 8th grade, 32% of 7th-grade math students scored proficient compared to 48% in both state and district averages, and 46% of 8th-grade students scored proficient compared to the state average of 55% and district average of 59%. Based on the data and the identified contributing factors of too many preps per teacher, lack of push-in support, and lack of professional development opportunities, we will implement the Targeted Element of Instructional Coaching/Professional Learning to better support teachers and provide them with additional tools and strategies to implement and more effectively support our most fragile subgroup.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the 2022-2023 FAST PM3 data for math students in 7th and 8th grade, 7th-grade students scored 32% which represents a 17% decrease in proficiency compared to prior year results, and 8th students scored 46% which represents a 36% increase in proficiency compared to prior year results. The factors that contributed to the 7th-grade student's decline in proficiency are lack of push-in support and lack of professional development to address the specific needs of students in a post-pandemic academic environment. Teachers lack of familiarity of the new math standards also played a role in the effectiveness of teachers implementing standards based and data driven instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2022-2023 FAST PM3 data for math students in 7th-grade, they scored 32% which shows the greatest decline when compared to the state average of 48%. Based on the data and the identified contributing factors of too many preps per teacher, lack of push-in support, and lack of professional development opportunities.

Which data component showed the most improvement? What new actions did your school take in this area?

According to the 2022-2023 FAST data for math, regular 8th-grade students showed the most improvement from PM1 to PM3 scoring 3% in PM1 and 46% in PM3 which shows a 43% proficiency increase. Nautilus Middle School took multiple actions to support these students like cross-curriculum support, peer tutoring, before and after school tutoring opportunities, and Saturday school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWS data from Part 1, two areas of concern are students with multiple referrals and students who are truant.Attendance will continue to be an area of focus, we would like to increase student attendance and will continue to offer incentives and recognitions in order to increase daily school attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

According to the 2022-2023 FAST data for all students, the highest priorities for school improvement in the upcoming school year are improving 7th and 8th-grade math scores to meet or exceed state scores, improving 6th and 7th-grade ELA scores, providing support to teachers in the form of professional developments, and limiting the number of preps assigned to teachers. We will also prioritize our

identified ESSA subgroup of ESE students and provide additional supports in the form of push in support, pull out support, tutoring and student recognitions for progress achievements. Ms. Schreiber (ESE chair) and Pamela Taylor (AP) will oversee this implementation .

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, ELA students with disabilities scored 30.5% proficiency and math students with disabilities scored 24.8% proficiency. Students with disabilities have remained stagnant as it relates to scoring proficiency in their statewide examination.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation on-going progress monitoring in the form of Push-in support, before and after-school tutoring, and strategically targeted accommodations, ELA and Math students with disabilities will show a measurable outcome in proficiency of 5% by PM2 which means 35.5% in ELA from 30.5% the previous year and 29.8% in math from 24.8% on 22-23.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct data chats, follow-up consistently and continuously with individuals teachers and walkthrough on a regular basis to ensure strategies targeting ESE students are being implemented with fidelity. In addition, administrators will conduct periodical reviews of lesson plans as on-going progress monitoring. Teaching is encouraged to be student centered, and as addressed in the IB 5-year plan, administrators will monitor vertical and horizontal planning to ensure quality lesson planning and data-based instruction are being achieved.

Person responsible for monitoring outcome:

Margareth Schereiber (mschreiber@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element on-going progress monitoring inclusive of Push-inspport, tutoring, and interventions our school will focus on the 2023-2024 FAST PM1 data to implement effective strategies targeting areas of concern as it relates to students with disabilities. These strategies will help with monitoring progress of his subgroup. The leadership team will meet regularly with teachers to ensure they have the necessary tools to succeed and provide classroom support based on the specific needs of teachers and students with disabilities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

On- going progress monitoring in the form of push-in support , and before and after school tutoring,we will address areas of weakness and make adjustments to instruction where necessary.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The administrative team will schedule and monitor push-ins to support individual student needs in order to foster academic rigor and reinforce teaching strategies especially for our ESE students.

Person Responsible: Margareth Schereiber (mschreiber@dadeschools.net)

By When: Action steps will be taken 8/14/2023- 9/29/2023.

The administrative team will schedule and monitor tutoring sessions to support students with disabilities. They will work collaboratively to develop and implement meaningful tutoring sessions aligned with the F.A.S.T standards. As a result of this action step, student will demonstrate improvement in the targeted critical areas. This action step will be taken 8/14/23-9/29/23 and continued where warranted.

Person Responsible: Margareth Schereiber (mschreiber@dadeschools.net)

By When: Action steps will be taken 8/1/23-9/29/23,

The administrative team will schedule and monitor strategically targeted accommodations and modifications to ensure students are receiving quality instruction that address their individual needs. The implementation of this strategy will show improvement in targeted areas of weakness as evidenced by classroom and F.A.S.T testing. This action step will be taken 8/14/23-9/29/23 and continued where warranted.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken September 29, 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Climate Survey, 54% of students who responded to the school climate survey felt that substance abuse was a problem at MBNMS.

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. The plan will be supported by all stakeholders promoting a reduction of 20% in student responses regarding substance abuse in the 2023-2024 Student Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

MBNMS administrators will monitor student substance abuse through effective use of school and district personnel (counselors) and intervene accordingly through school-wide actions and the Student Code of Concuct. We will implement grade level assemblies, school counselors to develop individualized plans for repeat offenders, and large and small group sessions guided by support staff targeting substance abuse and vapes explaining the dangers and concerns.

Person responsible for monitoring outcome:

Humberto Brito (hbrito@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Counselors will conduct communications with stakeholders through flyers, meetings and announcements. counselors will intervene accordingly using strategies like one-on-one restorative justice meetings and offer collaborative spaces as an evidenced based intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

All stakeholders will work together to consistently address students needs. By effectively utilizing school and district personnel we will address these behaviors in a diversity of forums and utilizing multiple modalities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Miami Beach Nautilus leadership team will work collaboratively to monitor referrals using PowerBi. Repeat offenders will be offered a differentiated plan and counseling support based on their specific needs. These steps will support a progressive discipline plan and an opportunity for the students who are continuously violating the student Code of Conduct while adhering to a progressive discipline plan.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by 8/14/23-9/29/23.

The Miami Beach Nautilus leadership team will work collaboratively to address substance abuse utilizing school cameras, security, school volunteers the SRO and MBP. We will consistently monitor students before school, during transitions, and at dismissal. As a result of this action step, students are consistently monitored at all transitions by staff and security.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by 8/14-9/29/23.

The Miami Beach Nautilus leadership team will work collaboratively with parents and the community so dangers regarding vaping and substance abuse are addressed not only at the school setting, but at home and during community activities.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken 8/14/23- 9/29/23

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Math F.A.S.T. proficiency data, Math students in 7th grade increased 26 percentage points from PM1 to PM3, scoring 6 percent in PM1 and 32 percent in PM3. Although this change represents an increase in proficiency, it remains a critical area that needs improvement. Accountable Talks have been proven to be effective in developing strategically data driven instruction and creating groups for flexible/strategic grouping.

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 and data chats conducted by the leadership team and teachers, student proficiency rates in 7th Grade Math F.A.S.T. assessments will increase by a minimum of 5 percentage points as evidenced by F.A.S.T. and iReady data comparisons.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership Team will conduct data chats on a consistent basis and follow-up regularly with walkthroughs to ensure quality instruction is taking place in the classrooms and instruction that is reflective of the data findings. The leadership team will also review lesson plans, student folders, and data binders for indications of Accountable Talks. Administrators will ensure vertical and horizontal planning is taking place and will monitor progress. Also, data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth related to remediation strategies. Extended learning opportunities will be provided to students.

Person responsible for monitoring outcome:

Humberto Brito (hbrito@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Accountable Talk, and student-centered learning, our school will focus on the evidence-based strategy of Accountable Talk. These strategies of Accountable talk simulate higher-order and critical thinking which help students learn, reflect on their learning, and communicate their knowledge and understanding of instructional content. The implementation of these accountable talks will be monitored through regular walkthroughts, formal and informal debriefings, and meetings between the Leadership Team and instructional staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Accountable Talks will ensure that teachers are using meaningful, relevant, and mutually beneficial discussions that are aligned to proficiency data to meet student needs. Teachers will consistently and continually make necessary adjustments to their instructional delivery and plans as new data becomes available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will develop, implement and deliver lesson plans aligned with the F.A.S.T standards and promote academic rigor. As a result of this strategy, students will demonstrate engagement, higher-order and critical thinking skills.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken 8/14/23-9/29/23

Administrators will monitor bench-mark aligned instruction by reviewing lesson plans and conducting classroom observatons. This action step will ensure the latest available data is being utilized by the teacher and the needs of students are being addressed with adaptability and fidelity. Administration will verify teachers shared data information with parents so parents are consistently informed regarding their child's academic progress.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by 8/14-9/29/23.

Administrators will monitor the implementation of data trackers in the classroom and support teachers in areas of weaknesses. Also, they will facilitate communications and meetings between teachers to support each other utilizing their areas of strength. This action step will ensure a cross-curricular level of accountability that foster adaptability and constant self-improvement which translate to best practices in the classroom.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by 8/14-9/29/23.

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 ELA F.A.S.T. proficiency data, ELA students in 6th grade increased 3 percentage points from PM1 to PM3, scoring 40 percent in PM1 and 43 percent in PM3. Although this change represents an increase in proficiency, it remains a critical area that needs improvement. Based upon school data, data-driven instruction leading to differntiated instruction has proven to be effective in developing a more targeted and reflective educational environment for all learners. Students being informed consistently and continuously as to areas in need of support are able to focus on those areas and obtain additional supports if needed. Data driven instruction is utilized in order to strategically create small groups for differentiated instruction and data driven decision making.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiated instruction and data chats conducted by the leadership team with individual teachers and teachers with individual students respectively, student proficiency rates in 6th Grade ELA F.A.S.T. assessments will increase by a minimum of 3 percentage points as evidenced by 2022-2023 F.A.S.T. PM3 assessment from 40 percent proficiency to 43 percent proficiency.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership Team will monitor student data using PowerBI (iReady data from PM1) and follow-up with walkthroughs to ensure quality instruction and student data chats are taking place in the classrooms. The leadership team will also review lesson plans to ensure instruction has been adapted to the most recent data . Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards and teachers will be asked to submit a calendar with specific dates and the number of students they have met with. Extended learning opportunities will be provided to those students who are not showing growth as a form or remediation to ensure targeted areas of weaknesses are addressed. On going progress monitoring will be implemented consistently with all students .

Person responsible for monitoring outcome:

Humberto Brito (hbrito@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In planning, for strategically created groups in order to implement differentiated instruction our school will focus on the evidence-based intervention of flexible strategic grouping These strategies of data chats and modifying lessons accordingly provides for more accurate and targeted instruction which fosters higher-order and critical thinking in students. The implementation of these modifications to instruction based on data will be monitored through regular walk throughs, formal and informal debriefings, and meetings between the Leadership Team and instructional staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-drive instruction will ensure that teachers are having meaningful, relevant, and mutually beneficial conversations with students which are aligned to proficiency data as evidenced with P.M F.A.S.T data. Teachers will consistently and continually make necessary adjustments to their instructional delivery and plans as new data becomes available.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will develop, implement, and deliver lesson plans aligned with the F.A.S.T standards and implement student centerd learning and promote effective questioning and response techniques. As a result of this strategy, students will demonstrate responsiveness, and will be challenged at higher-order and critical thinking levels and grouping that may include student led groups .

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by August14, 2023- September 29, 2023

The administrative team will consistently walkthrough classrooms to verify standard aligned instruction and data-driven differentiated instruction is taking place. This action step will ensure teachers are utilizing the latest data available to them which targets the needs of students in real time.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by August 21, 2023.

The leadership team and instructional staff will disseminate data from PM1, FSA I-Ready, topic tests, and mini-assessments. They will do so using hyperlinks for each teacher to see standards by student and class. As a result of this action step, the teacher will have a clear and concise breakdown of student scores by class and will be able to analyze past areas of testing strength and areas in need of support in oreder to creat instuctional groups and student centered learning.

Person Responsible: Humberto Brito (hbrito@dadeschools.net)

By When: Action steps will be taken by 8/14/23-9/29/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding will be allocated in accordance with the plans for school improvement and focus areas. Resources will be allocated towards push-in strategies, tutoring before and after-school, and individualized interventions to address school-wide academic deficiencies and concerns as depicted in the Climate Survey.