Miami-Dade County Public Schools

North Miami Beach Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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North Miami Beach Senior High

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

http://nmbchargers.org

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.

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, 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
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.
Balsano, Mariaceleste		Ms. Balsano supports the principal in the administrative operation of the school. She ensures that all students are provided with a safe, rigorous, and engaging learning environment. She oversees the following departments: Social Science, Science, Fine Arts, and CTE. She also oversees Dual Enrollment, graduation, sub-coverage, clerical, activities, MINT, and all other duties assigned by the principal.
Ridore, Billy	Assistant Principal	Mr. Ridore supports the principal in the administrative operation of the school. He ensures that all students are provided with a safe, rigorous, and engaging learning environment. He supervises the following departments: Foreign Language, JROTC, Mathematics, P.E and Drivers Ed. He is also responsible for athletics, custodians, attendance, security, property control, plant operations and other duties assigned by the principal.
Fray, Beulah	Assistant Principal	Ms. Fray supports the principal in the administrative operation of the school. She ensures that all students are provided with a safe, rigorous, and engaging learning environment. She oversees the following departments: Reading, ELA, ESOL, and SPED. She also oversees the Magnet Program, Advanced Placement, Mental Health Team, PLST, Title I, School Improvement Plan, and other duties assigned by the principal.
Astwood, Opia		Ms. Astwood 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.
Williams, Yolanda	Instructional Coach	Ms. Williams assists in the implementation of strong core instruction, using a process for identifying specific student needs. She provides information about the curriculum and implementation of progress monitoring, data collection, and data analysis. She assists teachers through modeling and/or co-teaching. She collaborates with teachers, administrators, and district personnel about the school's data, instructional programs, and intervention strategies.

Name	Position Title	Job Duties and Responsibilities
Jean, Monise	School Counselor	Ms. Jean provides both academic and mental health counseling. She works with students, families, and the School Attendance Review Team. She facilitates intervention plans and ensures that students are placed in classes consistent with the Pupil Progression Plan.
Lafrance, Rachel		Ms. Lafrance organizes school-wide assessments. Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative, and progress monitoring assessments.

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.

North Miami Beach Senior High School will involve the school leadership team, teachers, school staff, parents, students, and community stakeholders in the development of the SIP. Through participation in various school activities such as parent meetings and the school advisory council (EESAC), stakeholders will have the opportunity to take part in the process of reviewing the SIP. They will review academic data and provide input on school goals.

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))

During the 2023-2024 school year, through EESAC, faculty, and parent meetings, the SIP will be regularly monitored for effective implementation and impact on increasing the achievement gap of our lowest-performing students by involving all stakeholders in the process. During the 2023-2024 academic year, modifications to the action steps will be made during Phase III and Phase IV to address areas of concern and ensure that modifications are made to achieve academic goals. An area of focus will be quarterly monitoring of data for our identified ATSI subgroup (ELL) to ensure that they are provided with tutoring and extended learning opportunities to address deficiencies. The SIP will be monitored through classroom walkthroughs, student progress monitoring, common planning, and faculty and parent feedback.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*		55	50	33	54	51	25		
ELA Learning Gains				48			32		
ELA Lowest 25th Percentile				37			24		
Math Achievement*		43	38	29	42	38	13		
Math Learning Gains				47			27		
Math Lowest 25th Percentile				54			47		
Science Achievement*		62	64	34	41	40	26		
Social Studies Achievement*		69	66	45	56	48	43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Middle School Acceleration					56	44			
Graduation Rate		89	89	97	56	61	94		
College and Career Acceleration		70	65	74	67	67	54		
ELP Progress		49	45	38			23		

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	45			
ELL	40	Yes	1	
AMI				
ASN				
BLK	49			
HSP	47			
MUL				
PAC				
WHT				
FRL	49			

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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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
All Students	33	48	37	29	47	54	34	45		97	74	38
SWD	23	40	38	26	49	57	31	43		93	46	
ELL	8	40	31	27	47	47	17	21		97	64	38
AMI												
ASN												
BLK	34	49	41	29	46	55	34	43		98	74	37
HSP	28	44	23	27	49	53	32	52		91	73	42
MUL												
PAC												
WHT												
FRL	33	49	38	29	46	54	34	46		97	73	36

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	25	32	24	13	27	47	26	43		94	54	23
SWD	14	24	20	11	37	55	14	24		95	11	
ELL	10	28	25	11	30	49	23	12		88	48	23

						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**
AMI												
ASN	40	60										
BLK	24	30	21	14	28	46	22	42		95	52	19
HSP	28	35	35	10	27	56	42	46		90	55	33
MUL												
PAC												
WHT	36											
FRL	26	32	24	13	27	48	26	41		95	54	23

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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**
10	2023 - Spring	37%	54%	-17%	50%	-13%
09	2023 - Spring	35%	51%	-16%	48%	-13%

				ALGEBRA		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	30%	56%	-26%	50%	-20%

				GEOMETRY		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	28%	52%	-24%	48%	-20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	65%	-19%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	66%	-9%	63%	-6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

2022 Data
In a review of 2022 data, ELA averaged 33%. The math data average was 29%. Science experienced an 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 did not reflect the progress made on topic assessments in the 2021-2022 academic year.

2023 Data
This academic year, 2023, our overall data has shown growth in all areas. ELA proficiency is 36%, a 3 % increase from 2022. ELA's achievement goal for 2022-2023 was 36%. Biology proficiency is 54%, a 20% increase from 2022. U.S. History is 57%, a 12% increase from 2022. These scores reflected the progress made on topic assessments in the 2022-2023 academic year.
2023 Data
The data component that showed the lowest performance is math. However, there is an increase in proficiency for 2023-33%, a 3% percent increase from 2022. In geometry, the contributing factors to this need for improvement were not having a math coach for geometry and novice teachers who are still in the process of mastering their craft.

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

In a review of 2022-2023 data components, there has been growth in all areas. ELA proficiency is 36%, a 3 % increase from 2022. ELA achievement goals for 2022-2023 were 36%. Biology proficiency is 54%, a 20% increase from 2022. U.S. History is 57%, a 12% increase from from 2022. Math also increased by 3%, resulting in 33%. Even though all areas increased, the graduation rate decreased from 97% in 2022 to 91% in 2023.

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.

Although there has been significant growth in all targeted areas, the greatest gap when compared to the 2023 state average was in math. The most significant gap was in geometry. The state average is 45% while NMB's average is 27%, a difference of 18 percentage points in proficiency. The 2023 state average for Algebra I is 32%; NMB's average is 29%, 3 percentage points lower than the state average. The contributing factors were having novice teachers in both areas and the need for a math coach in geometry.

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

The data component that showed the most improvement from 2022-2023 is Biology, with a 20% increase. Consistent collaborative planning and a focus on meeting benchmarks contributed to this success. Walkthroughs and feedback to teachers were also essential components to the overall academic improvement in this area.

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

The two potential areas of concern are attendance and course failure in ELA and Math. 9th graders are the biggest area of concern. There is a need to focus on 9th graders by helping them properly transition into high school. The following will be prioritized: attendance Initiative, after-school tutoring in ELA and Math geared towards 9th graders, HLAP support for our ELL students, and graduation and college readiness for our 11th and 12th graders.

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

*The highest priority for the 2023-2024 school year is continued growth in proficiency for all data components. There will be a need for a consistent interventionist to assist with remediation.
* Geometry teachers will attend professional development in strategic instructional strategies that will assist with helping students master the geometry benchmarks. There will be a focus on learning gains and providing L25 and ELL students the needed intervention and remediation needed to ensure consistent support is provided for level 1 and 2 students.
* Increasing after-school tutoring for ELL students will also be a priority. Ensuring that ELL students are provided support through ESOL strategies and purposeful use of our HLAP services.
*Accountability in all subject areas (including elective classes). During the 2023-2024 school year, in-house professional development opportunities will be provided to allow teachers to work collaboratively to set high academic expectations in all classes.
*Ensure consistent follow-up with truant students.

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

#1. Instructional Practice specifically relating to Collaborative Planning

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.

Based on the 2023 data review, the greatest gap when compared to the state average was in math. The most significant gap was in Geometry. The state average is 45%; NMB's average is 27% proficiency. The state average for Algebra I is 32%. NMB's average is 29%, 3 percentage points lower than the state average. Based on the data, identified contributing factors for this area of focus are: new teacher, no interventionist, and no in-house math coach. The goal is to raise proficiency in both Geometry and Algebra I as well as maintain a positive trajectory of proficiency in ELA, U.S. History, and Biology. As a result, we will implement the targeted element of collaborative planning.

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

With the evidenced-based intervention strategy, Data-Driven Instruction (DDI), the achievement goals for the 2023-2024 school year will be met. Geometry proficiency will yield a 3- percentage point increase from the 2023 data point. Algebra I proficiency will increase by 3%, ELA proficiency by 3%, Biology proficiency by 5%, and U.S. History proficiency by 5%. If teachers, instructional coaches, and administrators attend collaboratively planning consistently, then student achievement for the 2023-2024 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, Mariaceleste Balsano, Beulah Fray, and Billy Ridore 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 8th, 2023. The Leadership Team will actively participate in collaborative planning to discuss and ensure that data-driven instruction is included in lesson plans. The administrative team will conduct weekly walkthroughs to observe purposeful instruction in the 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 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.)

The evidence-based strategy- Data-Driven Instruction (DDI) will be implemented. Data-Driven Instruction relies on the teacher's use of student data to inform instructional planning and delivery. During collaborative planning teachers will use progress monitoring data and topic assessments to plan for instruction.

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

Data -Driven Instruction gives teachers the opportunity to make timely and targeted instructional adjustments by pinpointing what mistakes are being made and how to modify instruction to address the standards or benchmarks that need remediation. As a result of using DDI during collaborative planning, the achievement goals for the 2023-2024 school year will be met.

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 4 - Demonstrates a Rationale

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.

Attend weekly common planning to develop an instructional focus calendar. As a result, teachers will prioritize targeted standards.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

Attend weekly common planning to plan for standard aligned lessons. As a result, teachers will remain on pace and review all standards.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

The principal will monitor the evidenced based strategy, Data Driven Instruction by conducting debriefing sessions with administrators to ensure that all planning sessions are data driven and are standard aligned.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

#2. Instructional Practice specifically relating to Student Engagement

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.

Based on the 2022-2023 school climate survey, 55% of students reported that their teachers make them want to learn. However, 21% of our students indicated that their teachers did not make them want to learn and 23% of students responded neutral to "their teachers make them want to learn." Contributing factors that may have impacted this data point include: a lack of schoolwide engagement strategies, missed opportunities for higher-order questioning and peer-to-peer collaboration. Engaging students in the learning process increases their attention and promotes critical thinking. As a result, we will implement the targeted element of student engagement.

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

With the Evidence-Based Strategy, of Effective Questioning/Response Techniques, 70 percent of students will report that their teachers make them want to learn by the end of the 2023-2024 climate survey.

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

This area of focus will be monitored by conducting administrative weekly walkthroughs and observing meaningful classroom discussions. As a result, during the 2023-2024 school year, there will be observable progress made on assessments (PM1, PM2, PM3, Topic Assessments and EOC).

Person responsible for monitoring outcome:

Billy Ridore (ridorebilly@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.)

The evidence-based intervention being implemented is Effective Questioning/Response techniques. Effective
Questioning Response Techniques are important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and gauge whether students understand what is being taught.

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

By implementing the evidenced-based strategy of Effective Questioning/Response techniques, students will improve their critical thinking skills. Critical thinking is key to academic achievement. Asking effective questions help students to process, organize facts, and analyze data to respond to text or define a problem. This strategy will result in meeting the academic proficiency goals for the 2023-2024 school year.

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.

Literacy , Biology, social science, and math teachers will create lessons that incorporate higher-order thinking questions. Such as open-ended questions, probing questions, clarifying questions, and rhetorical questions. Students will also have the opportunity to engage in peer discussions that promote critical thinking. As a result, the 2023-2024 ELA PM3 data will show a 3 percent increase from the 2023 PM3 data.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

Teachers will attend professional development on effective questioning and response techniques. As a result, the use of effective questioning will be evident during walkthroughs.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

The principal will monitor the evidenced based strategy, Student Engagement by conducting weekly walkthroughs and by having debriefing sessions with administrators to ensure that all planning sessions are data driven and are standard aligned.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

#3. 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 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 ESSA data, ELL students fall below the 41% threshold. Based on the 2022-2023 data, ELL proficiency in ELA was 26% and 23% in math. To increase proficiency for our ELL population it will be necessary to improve our ability to vary instruction based on 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. The contributing factors that led to falling below the threshold was losing 3 ESOL teachers during the 2022-2023 academic the target element of Intervention will be implemented.

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

With the evidenced-based strategy, Differentiated Instruction, the specific measurable outcome is to increase ELL students' proficiency in ELA from 26% to 30%. Math proficiency will increase from 23% to 26%. Based on the data, ELL students will be provided with ESOL strategies, vocabulary enrichment, and differentiated instruction. The specific measurable outcome will show an increase in proficiency for the ELL students, as evidenced by ELA progress monitoring data, topic assessments, and EOC assessments.

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

Literacy coach, math CSS, administrators, and teachers will analyze students' topic assessments and progress monitoring to assess ELL student progress. Data trackers will be used to ensure that they are provided 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 to make adequate progress.

Person responsible for monitoring outcome:

Beulah Fray (bfray@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.)

Data-driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. The systematic approach of instruction uses assessments, analysis, and actions to meet students needs.

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

Differentiated Instruction was selected to ensure that teachers in all subject areas will provide lessons that meet the needs of ELL students to assist with increasing 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.

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

To provide an opportunity for ELL students to receive differentiated instruction early in the school year; the administration, teachers, and Literacy Coach, will disaggregate and analyze student data using 2023 PM1 results and topic assessments to establish targeted learning groups. As a result, by the end of the 2023-2024 school year, there will be an increase in proficiency for ELL students.

Person Responsible: Beulah Fray (bfray@dadeschools.net)

By When: 8/14-9/29

Teachers will establish learning targets for ELL students. As a result, appropriate interventions (small group instruction, tutoring, Saturday Academy, HLAP support) will be provided to students.

Person Responsible: Beulah Fray (bfray@dadeschools.net)

By When: 8/14-9/29

Teachers will modify instruction to reteach the weakest standards and use a variety of teaching methods for difficult concepts. As a result, teachers will help students comprehend the standards they are expected to know throughout the year.

Person Responsible: Yolanda Williams (ypwilliams@dadeschools.net)

By When: 8/14-9/29

#4. Positive Culture and Environment specifically relating to Other

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.

Based on the 2022-2023 school climate survey (Developing Others) respondents were asked: How often are you supported by teacher leaders (i.e. instructional coach, department/grade level chairs, lead teachers, mentors)? 39% responded being supported weekly, 39% responded being supported monthly, 17% reported quarterly, and 6% never. Based on the data, the contributing factors that lead to teachers not being supported regularly are not enough time in the schedule for onsite professional development, and conflicting schedules that do not allow for collaboration and isolation. When teachers are not supported, they do not feel like they are valuable members of the team. This negatively impacts the school's culture and environment. It is important that all teachers feel supported and understand the important role they play in the overall success of meeting academic goals.

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

With the evidenced-based strategy, Empower Teachers and Staff, by the end of the 2023-2024 school year, 65% of respondents will report feeling supported by department chairs, teacher leaders, and instructional coaches all of the time.

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

With the evidence-based strategy, Empower Teachers and Staff, the Professional Learning Support Team (PLST), and department chairs will support teachers by providing professional development during designated monthly faculty meetings. Department chairs will meet during curriculum council meetings to plan cross-curricular activities, and presentations for faculty related to best teaching practices, student engagement, and classroom management.

Person responsible for monitoring outcome:
Randy Milliken (pr7541@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.)

The evidenced-based intervention, Empower Teacher and Staff involves the leadership team providing support for teachers, students, and staff to be leaders, innovators, and designers of new ways to approach challenges. By empowering teachers and staff, they will engage in cross-curricular activities that will help to map out priority learning targets for each curricular area.

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

When teachers and staff are empowered and work collaboratively, it creates a culturally responsive and high-performing school culture. It is important to create a motivating environment where everyone becomes vested in student success (core and elective teachers).

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.

During the 1st Curriculum-Council meeting, a plan will be devised on how to best support teachers and help them engage in school activities. As a result, a well-developed plan will be created to support teachers.

Person Responsible: Beulah Fray (bfray@dadeschools.net)

By When: 8/14-9/29

Department chairs will meet with teachers in their departments to create a cultural event. The cultural event will include student and parent participation. As a result, teachers will contribute to building a positive school culture.

Person Responsible: Randy Milliken (pr7541@dadeschools.net)

By When: 8/14-9/29

Teacher of the Month Recognition: Every month a teacher will be chosen by their peers for teacher of the month. As a result, teachers will feel appreciated and supported by their peers.

Person Responsible: Mariaceleste Balsano (mbalsano@dadeschools.net)

By When: 8/14-9/29

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).

During Open House, EESAC meetings, and the annual Title I Parent meeting, the school improvement funding allocations will be discussed with stakeholders. We will provide parents with information about Title I funding that includes a description and explanation of curriculum, academic assessments, and extended learning opportunities.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods for dissemination of the SIP will occur by sending letters home, communicating through Connect Ed, social media, and parent meetings. The SIP and progress will be shared and disseminated by involving teachers, school staff, parents, students, and community stakeholders in the monitoring and progress of SIP through faculty meetings, leadership meetings, parent meetings, and the school advisory council (EESAC) to review academic data, provide input on school goals and take part in the process of reviewing the SIP. Pertinent information from the SIP will be provided upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

North Miami Beach Senior (NMB) school plans to build positive relationships with all stakeholders by improving the lines of communication and offering opportunities for parents and community members to meet and socialize with school personnel (Open House, school and sporting events, EESAC meetings, NMB Secondhand Store, etc). This year, teachers plan on making "Praise Calls" to inform parents of their children's good deeds and positive attitudes. Teachers will also maintain communication by constantly communicating with parents regularly. Teachers will use the Schoology app as a major platform for communicating with students and parents. Schoology provides teachers the ability to post assignments, videos, assignment logs, and much more. Teachers will maintain a contact log with parents and input grades every week. The Parent resource room will be used to set up meetings with counselors and to help parents monitor what is going on with their child and the school itself. NMB plans to have a cultural content event for every department within the school. The invitees will include students, faculty and staff, parents, families, and other community stakeholders. This will build a positive relationship and improve our overall school culture. The school will also strengthen the academic program by staying current with the curriculum frameworks that are updated yearly on the FLDOE website. During Open House, parents will be provided with this information. Also, the quality of learning will come from the updated technology in the classrooms (Promethean boards), the newly implemented platforms (Schoology), enriching field trips, and guest speakers that will assist in motivating our students in the variety of programs offered at our school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

NMB has a large student population that is interested in a variety of academic pathways (dual enrollment, advanced placement, and vocational). Counselors and CAP advisors help students navigate their interests through individual counseling and assemblies. NMB plans to improve and strengthen its communication through cross-cultural collaboration. This practice will invite teachers of different subjects to collaborate and bring multiple disciplines together to accomplish the school's mission.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Programs supporting ESSA, such as extended learning opportunities (after-school tutoring, intervention, etc.) will be used to ensure that all students are allowed to achieve academic success.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling
School counselors ensure counseling by providing parents, students, and teachers with counselor contact information, schedules, and referral processes. Our counselor also has an open-door policy where if a teacher recognizes a student is needed, they can send them down immediately. Also, if a student is personally experiencing a situation in which they need support, they can come on their own to any available counselor. Individual one-to-one visits are conducted for all students (grades 9-12) at the beginning and middle of the school year to check on whether the students need support academically or emotionally to ensure success in the classroom.
School-based mental health services
Mental health services on our campus are provided by our school counselors and on-site mental coordinators that are provided by the district. We also have an on-site University of Miami (UM)clinic with a psychologist on staff. The services provided by the UM clinic include individual counseling, group counseling, and monthly awareness activities involving the entire student body. The UM psychologists take walk-ins and referrals that deal with mental health, substance abuse, trauma, and grief (to name a few). We also have a mental wellness and mindfulness club. Students in the club participate in a variety of activities. They highlight mental health awareness each month and conduct activities with other students during lunchtime. Activities such as, "Start with Hello", bullying awareness, suicide awareness, mental health month, and passing out positive quotes. They also participate in journaling, mindful meditation, and creating vision boards.
Specialized support services
Our support services include our mental health threat assessment team (Administrator, ESE psychologist, mental health coordinator, and counselor). The team focuses on the individual needs of students and can also assess if the student will need outside resources which can be provided through our school district mental health referral process.
Mentoring services
Our mentoring services consist of and are not limited to the following clubs and resources such as individual counseling, Gang Alternative agency, Restorative Justice agency, Prosperity Counseling agency (after-school club), Teen Mental Health First Aid training for students, Mental Wellness and Mindfulness club, FIU Impact, Project Upstart, Minding your Mind (MYM speakers), National Alliance and Mental Illness (NAMI) speakers.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The preparation for and awareness of postsecondary opportunities and the workforce include Career and Technical Education (CTE) programs that focus on skills development, business partnerships, and certifications. We offer, Accounting Applications, Business and Entrepreneurship, and Legal Aspects of Business courses. Also, in our JROTC programs, students learn to receive army leadership education and training that will prepare them for careers in the military. Students can also receive post-secondary credit coursework through a variety of classes: dual enrollment, Advanced Placement (AP), and online

learning. During the school year, parents will have the opportunity to attend parent night activities that will focus on engaging parents and guardians in preparation for postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our special education teachers have established open communication with parents to provide progress and have necessary meetings with parents to address behavioral problems. Our Dean of Discipline has a rapport with parents and students and addresses problems promptly to prevent escalation of conflict or behavioral issues. Our school resource officer also is very understanding of the variety of disabilities our special education students have and deals with our students in a very supportive manner. NMB has built a culture of inclusivity where our general education students are welcoming of special education students. Our district personnel (school psychologist, EBD support specialist, school social, etc) provide consistent intervention services for our students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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. Teachers paraprofessionals and school personnel will attend professional development offered by the district to improve instruction. Teachers in core classes will participate in data chats with the administration in order to identify benchmarks that need remediation and to properly differentiate instruction. Administration will attend job fairs, and provide ongoing support to novice teachers (timely feedback, instructional coaching, monthly new teacher meetings) to recruit and retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A