

North Miami Beach Senior High



2014-15 School Improvement Plan

North Miami Beach Senior High

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

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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.

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.

Academic excellence is our primary goal. The curriculum offerings are based on graduation requirements, student requests, faculty interests, and faculty certification and compliancy. Core classes are offered at many competency levels. Student placement in these levels is determined by teacher recommendation, past performance, standardized test results, and student and parent request. North Miami Beach Senior High School has a vast number of academies. The purpose of these academies is to allow students to have a more focused education and gives each student the chance to experience hands-on learning techniques used in a field of their choice. When students can choose a career path and start focusing on background information in that field, students enjoy school and are given the tools to be successful in life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

North Miami Beach Senior High School is a multicultural and diverse institution that maintains positive relationships between teachers and students. In addition to students who were born in the United States, the school is well aware that most of its students come from different nationalities. Therefore, the faculty and staff are well equipped to serve the community. North Miami Beach Senior High School creates a partnership between teachers and parents so that they can maximize student learning by hosting various events throughout the school year such as: open house, PTSA (Parent Teacher Student Association), grade level meetings, daily parent-teacher conferences, CIS (Community Involvement Specialist) parent academy meetings, etc. In addition, the school has an open door policy in which parents or guardians are welcomed to obtain information throughout the school year. The school makes every effort necessary to provide all information to parents in their native languages (English, Spanish and Haitian-Creole) including the use of the CONNECT ED, which is an application that disseminates information via the telephone system to keep parents, students and school staff up-dated.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At North Miami Beach Senior High, we understand that every student deserves a good education in an environment which is conducive to learning. All staff members ensure that every student is treated with respect and makes him/her feel safe. The following are programs which are offered to students:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and/or TRUST Specialists.
- Training and technical assistance for the students, teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- School Police and Security Guards: Secure, patrol and monitor the hallways to ensure that safety is in place at all time in the school premises.
- Guidance Counselors: Implement programs and intervene with attendance problems, work with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- The school incorporates team building activities to increase unity and knowledge of the “Code of Student Conduct” amongst faculty and staff to provide consistency in the application of the established school discipline procedures and progressive discipline plan following the Student Code of Conduct as well as use of options for minor incidents such as afterschool detention, counseling, etc.
- Students who display Level I – Level IV behaviors as described in the District’s Code of Student Conduct and receive an approved school site outdoor suspension are eligible for the AOS option which is the alternative to outdoor suspension program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

North Miami Beach Senior High School takes into account the social and emotional needs of all its students. The following are individuals who provide assistance in particular areas to ensure that the students’ needs are met:

- Mark Finkelstein, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, works drug and alcohol prevention programs, provides support school violence prevention programs, protective behaviors programs and academic improvement programs.
- Sharon Krantz, Guidance Counselor: Implements programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.
- Majorie Prophet, School Social Worker and Arlene Lindsay-Marshall, TRUST Counselor: Provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well being of families and the academic functioning of children. Assist in providing academic and interventions for targeted students.
- Community Involvement Specialist: Participates in data-based decision making, liaison for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The North Miami Beach Senior high School's early warning system:

- Missing 10 or more days of instructional time (excused/unexcused) of school during a quarter in 9th grade
- Being suspended, outdoor or indoor, in three or more instances for a total of 10 days
- Accumulating 10 or more tardies during the first marking period
- Failing English, or math, or both during 9th grade year
- Earn a 2.00 or lower Grade point average (GPA) on a 4- points scale
- Score level I in FCAT Reading or Math or both during 9 and 10 grades.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	150	200	95	80	525
Course failure in ELA or Math	54	73	93	14	234
Level 1 on statewide assessment	91	145	143	85	464

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Teachers will effectively monitor attendance weekly and submit at risk students to the assigned counselors.
- People Responsible: Teachers, Grade Book Manager, Counselors, Community Involvement Specialist.
- Target Dates or Schedule: Biweekly
- Evidence of Completion: Completed Data, attendance data chats
- Facilitator: School Administration, Student Services and Community Involvement Specialist (CIS). Plan to monitor the implementation with fidelity
- Parents will actively participate in workshops to assist with ways to increase attendance and academics
- Person or People Responsible: Community Involvement Specialist and Graduation Coach
- Target Dates or Schedule: Quarterly
- Evidence of Completion: Review sign in sheets/logs to determine the number of parents attending.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48381>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process that North Miami Beach Sr. High School uses to build and sustain partnerships include maintaining a lasting relationship with the North Miami Beach and Aventura Marketing Councils. North Miami Beach also have various members within the local business community involved on the EESAC. Having community partners holding key positions on the EESAC allows for the local community to be aware of the resources and support needed at North Miami Beach Sr. High School. An additional and integral process that North Miami Beach uses is the deployment of the Community Involvement Specialist (CIS) within the community to help serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Principal
Challenger , Sacha	Assistant Principal
Ridore, Billy	Assistant Principal
Volcy, Selena	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

Sacha T. Challenger Assistant Principal of Curriculum: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports. Marina Montesino (Vice Principal) Billy Ridore, and Selena Volcy Assistant Principals will Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of

literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Curriculum Coach(es): Shirley Brown Rose and Shelly Winter (Reading), Mickael Jean (Mathematics), and Lois Saunders (Science):

Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.

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

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

Assist in providing academic and interventions for targeted students.

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system

- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

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

3. Behavior

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

Referrals to special education programs

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

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Reiner Luzardo	Teacher
Adrian Rodriguez	Teacher
Randy Milliken	Principal
Selena Volcy	Principal
Veronica Martin	Teacher
Shirley Brown-Rose	Teacher
Dona Elliot	Teacher
Liane Harris	Parent
Kenyasha McDaniels	Business/Community
Keiera Baxter	Student
Dorothy Alexis	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the first meeting of the SAC for the 2014-2015 school year, all members of the SAC will review the SIP for the 2013-2014 school year and evaluate the school's goals and performance.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The principal, in accordance with SAC protocol, will present the school's budget to the SAC and highlight elements of the budget that support the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Assistant Principal
Ridore, Billy	Assistant Principal
Volcy, Selena	Assistant Principal
Brown Rose, Shirley	Instructional Coach
Winter , Shelly	Instructional Coach
Jean, Mickael	Instructional Coach
Sauders , Lois	Instructional Coach
Rodriguez, Adrian	Teacher, K-12
Boeva, Vana	Teacher, K-12
Antonini, Enrique	Teacher, K-12
Chacin, Daria	Teacher, K-12
Davis, Martesia	Teacher, K-12
Kelsey, Latonya	Teacher, K-12
Armand, Vanessa	Guidance Counselor
Lafrance, Rachel	Teacher, K-12
Luzardo, Rei	Teacher, K-12
Parker , Lisa	Teacher, K-12
Parris , Ray	SAC Member
Pasternack, Adam	Teacher, K-12
Parker, Troy	Teacher, K-12
Smith, Keisha	Teacher, K-12
Mabe, Roger	Teacher, K-12
Challenger , Sacha	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The following are major initiatives of the LLT this year:

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Reading Coherence model of Reading Supported Standards will be implemented across disciplines. Teachers will monitor and track students they teach who have been identified in lowest 25% in Reading. During Collaborative Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students. School wide data chats among students, teachers, school support personnel and administrators. School wide FSA/EOC/AP countdown activities. Increase the number of teachers with reading endorsements. Reading Professional Development activities during faculty meeting, common planning and early release. Ongoing collaboration to discuss student data.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional program at North Miami Beach Sr. High (NMB) consists of Math, Reading & Writing, Social Studies, Social Science and Science. Through Professional Learning Communities (PLCs) teachers' instructional routines/materials are aligned to develop a culture of collaboration through a systemic curriculum pacing guide that targets the Florida standards. In addition, department heads, instructional coaches, teachers and curriculum specialist use data to sustain and assess student achievement on the Florida standards. Teacher lessons across core instruction programs introduce standards, learning that addresses open routine with whole group instruction and higher order thinking. PLCs provide the opportunity for teachers to unpack the Florida Standards and plan through effective dialogue. This supports an innate level of knowledge. Discussions of thematic standards within department meetings also clarify misunderstandings and promote opportunities for professional growth for teachers' instructional practice.

NMB's core instructional program target state standards through focus calendars. The breadth and scope of NMB's focus calendar adopts the core curriculum with emphasis on state goals. Teachers examine and infuse state standards into their professional learning communities by integrating differentiated Instructional (DI) and research-based practices. Integrating PLCs have created a culture of accountability amongst teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

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

,
Science, and College Readiness

- Ongoing Professional Development Activities for all subject areas
- Professional Learning Communities (PLC) for all subject areas meet to make decisions about literacy instruction in the school. Student data is analyze to align with Language Arts Florida Standards (LAFS)
- Literacy approach that infuses whole group, small group and one-on-one instruction based on student needs
 - On going assessments which measure instructed standards
 - Supportive resources to help instruction (e.g., extensive classroom libraries, Digital Tablets, Title I reading level books for small group instruction)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year:

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

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

Strategy Rationale

To ensure student achievement is occurring and that the achievement gap is closing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Challenger, Sacha, schallenger@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

NMB's staff participates in a culture of collaboration that meets both informally and formally on a regular schedule with incoming and outgoing cohorts students. Through an informed process, staff and counselors participate in a parent student night orientation for incoming and outgoing cohorts. Students and parents are informed about their child's graduation requirements and new Florida Standards. In addition, a checklist and guidelines of the student progression plan for high school students is used to track students that need additional support in order to meet graduation requirement. This process allows incoming and outgoing students to enroll in double doses of catch-

up courses that can boost struggling students' skills in reading and mathematics.

A systemic collaboration appears across grade levels, content areas, community involvement specialists, graduation coaches, scholar designation diploma, mentor teachers and feeder pattern schools to track student's progress. Staff members implement a formal process that promotes productive discussion about student readiness indicators. School personnel also center targeted strategies that collaborate to improve results in instructional practice and student performance that supports incoming and outgoing cohorts of students transitioning from one school level to another. The following steps are implemented:

- Identify readiness indicators for high-school-level coursework
- Communicate to families what ninth graders are expected to know and be able to do to succeed in high school
- Require one-on-one planning sessions for all students and their parents for the purpose of planning a rigorous high school program
- Inform middle-grades feeder schools of the percentage of students who completed two years of college-prep English, math and science by the end of 10th grade
- Offer double-doses of catch-up courses—courses that are designed to help students meet the demands of more rigorous high school work
- Guidance Counselor working to inform and support students and parents in graduation and college readiness goals
- Senior Parent Night to inform parents and students of graduation requirements prior to graduation

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Programs have been established to foster a college-going culture and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Guidance counselors, Academy Leaders, and College Advisement Placement Counselor provide academic and career planning. Business partners at Microsoft and Target have allowed students and teachers to participate in ongoing field trips that connect career learning opportunities. Internship relationships have been established with Miami Dade Community College in-order to create a bridge of effective dialogue amongst teachers, college professors and students.

NMB's school initiative includes:

- Increased student participation and performance in Advanced Placement® (AP) coursework
- Dual enrollment
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Guidance Counselor working to inform and support students and parents in graduation and college readiness goals
- Senior Parent Night (Graduation Requirement)
- SAT Support through CAP Advisor

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

North Miami Beach Senior High offers applied and integrated courses that are found in the House of Education and Public Services, House of Technology and Finance, House of Arts, AV Technology, and Communications, Information Technology, House of Health, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and ongoing partnership with George T. Baker

Aviation and Dade Partners.

North Miami Beach Senior High School's CTE students achieve completed course related requirements in order to increase industry certification in the following CTE areas:

Culinary Arts

Web Design

Business Technology

Nursing

Early Childhood

Photography

Introduction to Technology

Animation Technology

Digital Design

Commercial Art

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NMB has created a culture of industry certification within the career and technical educational (CTE) programs. North Miami Beach Sr. High CTE program supports culinary arts, digital design, Early Childcare, Nursing, Business (Information and Finance Academy) and Information and Technology. Supporting Secondary School reform, Articulation, Transition, and Orientation are in place to increase the percentage of graduating students whom pursue and are successful in post-secondary areas of enrichment. School site Student Services professionals implement lessons which focus on improving personal effectiveness planning life after high school, surviving after high school and succeeding in post-secondary academic institutions and career workforce.

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

North Miami Beach Sr. High uses the following strategies for improving student readiness for the public post secondary level:

- ACT Tutoring
- PERT Administer
- College Summit
- College Ready Math and English
- Dual Enrollment
- CTE Certification
- Parent resource center (i.e. parent academies) to explain their role in assisting students
- Counselors conduct classroom visits and individual counseling sessions with students
- After school college readiness workshops for students

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas.
- G2.** EWS - Identify at-risk students to provide support and intervention to increase achievement
- G3.** To implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in Science, Technology, Engineering, & Mathematics (STEM)
- G4.** Title I Parent Involvement Plan (PIP) - See Title 1 PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas. **1a**

G042722

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	45.0
FSA - Mathematics - Proficiency Rate	55.0
Bio I EOC Pass	62.0

Resources Available to Support the Goal **2**

- Unpacking the Standard Protocol through the Common Planning, Pacing Guides, Learning Targets, progression of skills documents, instructional coaches, ETO support staff and instructional frameworks.
- Mickael Jean, Mathematics Coach; Andrew Harris, Curriculum Support Specialist (CSS); Chanell Madison, Instructional Supervisor (IS); Dr. Selena Volcy, Assistant Principal; McGraw-Hill Supplemental Algebra Resources; Carnegie Cognitive Tutor; Item Specifications; District Pacing Guides; ETO Unit Plans; Core Textbook and Online Resources; Promethean Technology; Double-Dose Classes for Non-Proficient Students
- All teachers have Common Planning. During this Planning, Lois Saunders, Science Coach; Sacha T. Challenger, Assistant Principal, Goggle Docs, Various Technology Components, Essential Labs, and Instructional Framework.

Targeted Barriers to Achieving the Goal **3**

- Understanding and becoming familiar with the Florida standards & NGSSS and the expectations required by the standards

Plan to Monitor Progress Toward G1. **8**

Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal.

Person Responsible

Randy Milliken

Schedule

Quarterly, from 9/9/2014 to 6/1/2015

Evidence of Completion

Topic Assessments, District Interim Assessments, additional student performance data

G2. EWS - Identify at-risk students to provide support and intervention to increase achievement 1a

G044434

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
Truancy rate	5.0
Level 1 - All Grades	25.0
Discipline incidents	20.0

Resources Available to Support the Goal 2

- The implementation of PBIS within our school to promote attendance through positive reinforcement
- Student Service department identifying students who exhibit at-risk behaviors
- M-DCPS Truancy Intervention Program
- Community Involvement Specialist (CIS)
- Alternative to Outdoor Suspension Program
- Community In Schools Sit Coordinator

Targeted Barriers to Achieving the Goal 3

- There is a need to increase parental involvement to assist parents in the understanding of the process in identifying resources that can assist parents to improve their student's attendance rates.
- There is a need to provide multiple additional instructional opportunities to improve Level 1 student performance in state assessments
- There is a need to decrease school-wide discipline incidents that result in indoor and outdoor suspensions

Plan to Monitor Progress Toward G2. 8

The data that will be collected and reviewed throughout the year to determine progress toward the goal and/or targets will be student performance data. This data will assist in evaluating whether the resources implemented has helped to increase student performance.

Person Responsible

Selena Volcy

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

The evidence that will be collected/used to demonstrate that the goal is monitored and whether progress is being made will include student attendance during the tutoring program and student academic performance reports.

G3. To implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in Science, Technology, Engineering, & Mathematics (STEM) 1a

G044433

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	85.0

Resources Available to Support the Goal 2

- Instructional Curriculum Coaches, Graduation Coach, Science Teachers, Mathematics Teachers, CTE Teachers, Guidance Counselors, Support Visits From ETO, Partnerships and Collaboration with Colleges and Universities, Dual Enrollment, Assistant Principals, Vice Principals and Principals.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Data from AP Test, ICE Examinations will be reviewed

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Number of Industry Certification successful passed and Mentoring opportunities for students

G4. Title I Parent Involvement Plan (PIP) - See Title 1 PIP 1a

G044435

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas. **1**

 G042722

G1.B4 Understanding and becoming familiar with the Florida standards & NGSSS and the expectations required by the standards **2**

 B126495

G1.B4.S1 Effective planning and instructional delivery with the Florida Standards & NGSSS for all learners. (ELL and SPED.) **4**

 S138449

Strategy Rationale

To ensure that student achievement is occurring and that the achievement gap is closing

Action Step 1 **5**

Develop a professional development plan with stakeholders utilizing options such as workshops, lesson study, professional learning communities and active coaching cycles to ensure fidelity and quality in standard-based instruction for all learners.

Person Responsible

Randy Milliken

Schedule

Biweekly, from 9/9/2014 to 12/2/2014

Evidence of Completion

Instructional Walkthroughs, Sign-in Sheets, Meeting Agenda

Action Step 2 5

Collaborate during planning time to analyze student work samples and become familiar with the NGSSS & Florida standards in order to develop comprehensive lesson plans that incorporate learning targets and scaffold to the highest level of DOK.

Person Responsible

Randy Milliken

Schedule

Weekly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Lesson Plan, Instructional Walkthroughs, Student Work Sample

Action Step 3 5

Establish a consistent instructional routine to include Learning Targets (tied to the standards) as the framework for bell to bell instruction.

Person Responsible

Randy Milliken

Schedule

Daily, from 9/9/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Instructional Walkthroughs

Action Step 4 5

Consistently monitor to ensure fidelity and quality in standard-based instruction.

Person Responsible

Randy Milliken

Schedule

Daily, from 9/9/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Instructional Walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Attend content areas common planning

Person Responsible

Randy Milliken

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Randy Milliken

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Administrative Walkthrough Logs and Coaching Logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs

Person Responsible

Randy Milliken

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work products, student performance data

G2. EWS - Identify at-risk students to provide support and intervention to increase achievement 1

G044434

G2.B1 There is a need to increase parental involvement to assist parents in the understanding of the process in identifying resources that can assist parents to improve their student's attendance rates. 2

B119363

G2.B1.S1 Implement an early warning system to identify students who exhibit at-risk behaviors in regards to their attendance. 4

S132514

Strategy Rationale

If students are identified prior to the trigger of an attendance issue, students and parents can be provided with possible solutions from the school that may be causing barriers for the student to attend school on a regular basis

Action Step 1 5

Student services department, teachers, & PBS coach will identify students who are exhibiting a pattern of truant or inconsistent attendance behaviors and implement services to assist both the student and parent to improve the student's attendance.

Person Responsible

Selena Volcy

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student attendance screen, Student Services Referral (SCM Code 99), Truancy Intervention Program Referral, CIS and Social Worker Home Visit Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

To monitor the fidelity of implementation the administrative team, PBS coach, and student services department will work collaboratively to monitor student attendance and provide incentives, resources, and support to parents and students to improve attendance. This team of individuals will meet regularly and communicate trends in student attendance and potential solutions to improve student attendance.

Person Responsible

Selena Volcy

Schedule

Biweekly, from 9/30/2014 to 6/2/2015

Evidence of Completion

Attendance Team meeting agendas & minutes, student attendance data, student attendance case management referrals

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Reviews of student attendance trend data will be conducted to monitor student attendance to evaluate the effectiveness of this strategy.

Person Responsible

Selena Volcy

Schedule

Monthly, from 9/30/2014 to 6/2/2015

Evidence of Completion

Daily, Weekly, Monthly student attendance reports, PlascTrac attendance trend reports, and student services attendance team meeting agendas

G2.B1.S2 Increase Parent Academy Workshops to assist parents in understanding the various resources available to improve student attendance **4**

 S132516

Strategy Rationale

When parents are involved in their child's education and understand the various resources available the student is also more likely to be further engaged in their academic studies

Action Step 1 **5**

Implement and conduct parent academy workshops to assist parents identify resources and strategies to improve their student's attendance

Person Responsible

Selena Volcy

Schedule

Monthly, from 10/14/2014 to 6/2/2015

Evidence of Completion

Parent Academy Workshops invitations, flyers, ConnectEd messages, and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

To monitor and support the fidelity of implementation the point person for this task will ensure that the appropriate support personnel are in attendance for each meeting to successfully provide the necessary information to parents to help improve their student's attendance. The point person will also ensure that parents receive information regarding the meetings so parents can make arrangements to attend the workshops.

Person Responsible

Selena Volcy

Schedule

Monthly, from 10/14/2014 to 6/2/2015

Evidence of Completion

Parent academy workshop meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

To monitor and support the effectiveness of implementation the point person will review parent academy workshop attendance data, parent volunteer enrollment database, parent-teacher conference data

Person Responsible

Schedule

Monthly, from 10/14/2014 to 6/2/2015

Evidence of Completion

Parent academy workshop sign-ins sheets, parent volunteer list, schedule of parent teacher conferences

G2.B2 There is a need to provide multiple additional instructional opportunities to improve Level 1 student performance in state assessments 2

 B125720

G2.B2.S1 Implement and monitor intervention and tutoring programs that target Level 1 student performance. 4

 S137597

Strategy Rationale

When students receive targeted remedial instruction, the students increase their ability to perform at a proficient level.

Action Step 1 5

Implement after-school tutoring intervention programs to provide students with additional opportunities to receive remedial instruction.

Person Responsible

Billy Ridore

Schedule

On 5/1/2015

Evidence of Completion

Student attendance sheets, student work

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs during after-school intervention program

Person Responsible

Billy Ridore

Schedule

On 5/1/2015

Evidence of Completion

Student attendance sheets, teacher sign-in sheets, student work

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review student performance data

Person Responsible

Billy Ridore

Schedule

On 5/1/2015


Evidence of Completion

District Assessment Data

G2.B3 There is a need to decrease school-wide discipline incidents that result in indoor and outdoor suspensions **2**

 B125725

G2.B3.S1 Implement Positive Behavior Support system that will identify and reinforce students who exhibit desired positive behaviors **4**

 S137606

Strategy Rationale

Students who are acknowledged and provided reinforcement for displaying positive behavior tend to replicate such behavior at a higher frequency, thus reducing problematic behavior

Action Step 1 **5**

Provide teachers with tools and training of various techniques to implement positive behavior system within the classroom and school-wide

Person Responsible

Selena Volcy

Schedule

Biweekly, from 10/21/2014 to 6/2/2015

Evidence of Completion

Student discipline data, suspension reports, teacher communication logs

Action Step 2 **5**

Implement School-Wide PBS system

Person Responsible

Selena Volcy

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

PlascoTrac student positive behavior data report, suspension reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom walkthroughs

Person Responsible

Selena Volcy

Schedule

Evidence of Completion

Student Discipline Data Reports, PlascoTrac student discipline reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data collected regarding student discipline incidents from both Informal and Formal will be used to determine progress towards the goal.

Person Responsible

Selena Volcy

Schedule

On 6/5/2015

Evidence of Completion

PlascoTrac data, student suspension reports, survey results

G3. To implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in Science, Technology, Engineering, & Mathematics (STEM) 1

G044433

G3.B1 Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution. 2

B119374

G3.B1.S1 Implementing and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking for a deeper understanding of content. 4

S131244

Strategy Rationale

To increase the rigor across the curriculum

Action Step 1 5

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

Person Responsible

Rei Luzardo

Schedule

Weekly, from 9/26/2014 to 9/26/2014

Evidence of Completion

Completed projects, increase scores on ICE, entries in Competitions

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/26/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/26/2014 to 6/4/2015

Evidence of Completion

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

G3.B1.S2 Using performance tasks, essays, portfolios, video presentation, and demonstrations to guide the instructional planning and pacing. 4

 S131252

Strategy Rationale

To increase the number of industry certification passers.

Action Step 1 5

Provide Professional Development during Collaborative Planning and Planning Days on the deep teaching of the standards and adhering that rigor is taught.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Professional Development Plan, Agendas, Sign in Sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administratively Walkthroughs

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Created lessons that include all applicable graphic organizers, technology and collaborative research projects that are embedded in the curricula.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Design and delivery of Professional Development with quality instruction

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Improvement in Student Data in all accountable areas including ICE

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Implement and monitor school-wide strategies which utilize higher-order questioning techniques and response techniques to enhance instruction.	Luzardo, Rei	9/26/2014	Completed projects, increase scores on ICE, entries in Competitions	9/26/2014 weekly
G3.B1.S2.A1	Provide Professional Development during Collaborative Planning and Planning Days on the deep teaching of the standards and adhering that rigor is taught.	Challenger , Sacha	9/2/2014	Professional Development Plan, Agendas, Sign in Sheets	6/4/2015 weekly
G2.B1.S1.A1	Student services department, teachers, & PBS coach will identify students who are exhibiting a pattern of truant or inconsistent attendance behaviors and implement services to assist both the student and parent to improve the student's attendance.	Volcy, Selena	8/18/2014	Student attendance screen, Student Services Referral (SCM Code 99), Truancy Intervention Program Referral, CIS and Social Worker Home Visit Logs	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Implement and conduct parent academy workshops to assist parents identify resources and strategies to improve their student's attendance	Volcy, Selena	10/14/2014	Parent Academy Workshops invitations, flyers, ConnectEd messages, and agendas	6/2/2015 monthly
G2.B3.S1.A1	Provide teachers with tools and training of various techniques to implement positive behavior system within the classroom and school-wide	Volcy, Selena	10/21/2014	Student discipline data, suspension reports, teacher communication logs	6/2/2015 biweekly
G2.B2.S1.A1	Implement after-school tutoring intervention programs to provide students with additional opportunities to receive remedial instruction.	Ridore, Billy	11/3/2014	Student attendance sheets, student work	5/1/2015 one-time
G1.B4.S1.A1	Develop a professional development plan with stakeholders utilizing options such as workshops, lesson study, professional learning communities and active coaching cycles to ensure fidelity and quality in standard-based instruction for all learners.	Milliken, Randy	9/9/2014	Instructional Walkthroughs, Sign-in Sheets, Meeting Agenda	12/2/2014 biweekly
G2.B3.S1.A2	Implement School-Wide PBS system	Volcy, Selena	8/18/2014	PlascoTrac student positive behavior data report, suspension reports	6/5/2015 daily
G1.B4.S1.A2	Collaborate during planning time to analyze student work samples and become familiar with the NGSSS & Florida standards in order to develop comprehensive lesson plans that incorporate learning targets and scaffold to the highest level of DOK.	Milliken, Randy	9/9/2014	Lesson Plan, Instructional Walkthroughs, Student Work Sample	6/5/2015 weekly
G1.B4.S1.A3	Establish a consistent instructional routine to include Learning Targets (tied to the standards) as the framework for bell to bell instruction.	Milliken, Randy	9/9/2014	Lesson Plans, Instructional Walkthroughs	6/5/2015 daily
G1.B4.S1.A4	Consistently monitor to ensure fidelity and quality in standard-based instruction.	Milliken, Randy	9/9/2014	Lesson Plans, Instructional Walkthroughs	6/5/2015 daily
G1.MA1	Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal.	Milliken, Randy	9/9/2014	Topic Assessments, District Interim Assessments, additional student performance data	6/1/2015 quarterly
G1.B4.S1.MA1	Classroom walkthroughs	Milliken, Randy	8/25/2014	Lesson plans, student work products, student performance data	6/5/2015 weekly
G1.B4.S1.MA1	Attend content areas common planning	Milliken, Randy	8/25/2014	Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda	6/5/2015 weekly
G1.B4.S1.MA3	Administrative Walkthroughs and Effective Coaching Cycles	Milliken, Randy	8/25/2014	Administrative Walkthrough Logs and Coaching Logs	6/5/2015 daily
G2.MA1	The data that will be collected and reviewed throughout the year to determine progress toward the goal and/or targets will be student performance data. This data will assist in evaluating whether the resources implemented has helped to increase student performance.	Volcy, Selena	10/3/2014	The evidence that will be collected/used to demonstrate that the goal is monitored and whether progress is being made will include student attendance during the tutoring program and student academic performance reports.	6/5/2015 monthly
G2.B1.S1.MA1	Reviews of student attendance trend data will be conducted to monitor student attendance to evaluate the effectiveness of this strategy.	Volcy, Selena	9/30/2014	Daily, Weekly, Monthly student attendance reports, PlascoTrac attendance trend reports, and student services attendance team meeting agendas	6/2/2015 monthly
G2.B1.S1.MA1	To monitor the fidelity of implementation the administrative team, PBS coach,	Volcy, Selena	9/30/2014	Attendance Team meeting agendas & minutes, student attendance data,	6/2/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and student services department will work collaboratively to monitor student attendance and provide incentives, resources, and support to parents and students to improve attendance. This team of individuals will meet regularly and communicate trends in student attendance and potential solutions to improve student attendance.			student attendance case management referrals	
G2.B2.S1.MA1	Review student performance data	Ridore, Billy	11/3/2014	District Assessment Data	5/1/2015 one-time
G2.B2.S1.MA1	Classroom walkthroughs during after-school intervention program	Ridore, Billy	11/3/2014	Student attendance sheets, teacher sign-in sheets, student work	5/1/2015 one-time
G2.B3.S1.MA1	Data collected regarding student discipline incidents from both Informal and Formal will be used to determine progress towards the goal.	Volcy, Selena	8/25/2014	PlascoTrac data, student suspension reports, survey results	6/5/2015 one-time
G2.B3.S1.MA1	Classroom walkthroughs	Volcy, Selena	Student Discipline Data Reports, PlascoTrac student discipline reports	one-time	
G2.B1.S2.MA1	To monitor and support the effectiveness of implementation the point person will review parent academy workshop attendance data, parent volunteer enrollment database, parent-teacher conference data		10/14/2014	Parent academy workshop sign-ins sheets, parent volunteer list, schedule of parent teacher conferences	6/2/2015 monthly
G2.B1.S2.MA1	To monitor and support the fidelity of implementation the point person for this task will ensure that the appropriate support personnel are in attendance for each meeting to successfully provide the necessary information to parents to help improve their student's attendance. The point person will also ensure that parents receive information regarding the meetings so parents can make arrangements to attend the workshops.	Volcy, Selena	10/14/2014	Parent academy workshop meeting agendas and minutes	6/2/2015 monthly
G3.MA1	Data from AP Test, ICE Examinations will be reviewed	Challenger , Sacha	9/2/2014	Number of Industry Certification successful passed and Mentoring opportunities for students	6/4/2015 weekly
G3.B1.S1.MA1	More opportunities for small group work individual exploration, peer instruction and whole class discussion	Challenger , Sacha	9/26/2014	More opportunities for mentoring by business, industry and research organization leaders	6/4/2015 weekly
G3.B1.S1.MA1	Administration will meet with the Departments in order to discuss the success of promoting higher order thinking questioning in lesson plans and instructional routines.	Challenger , Sacha	9/26/2014	Collaborative student groups which reflect the ability to think critically, independently and creatively.	6/4/2015 weekly
G3.B1.S2.MA1	Design and delivery of Professional Development with quality instruction	Challenger , Sacha	9/2/2014	Improvement in Student Data in all accountable areas including ICE	6/4/2015 weekly
G3.B1.S2.MA1	Administratively Walkthroughs	Challenger , Sacha	9/2/2014	Created lessons that include all applicable graphic organizers, technology and collaborative research projects that are embedded in the curricula.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas.

G1.B4 Understanding and becoming familiar with the Florida standards & NGSSS and the expectations required by the standards

G1.B4.S1 Effective planning and instructional delivery with the Florida Standards & NGSSS for all learners. (ELL and SPED.)

PD Opportunity 1

Develop a professional development plan with stakeholders utilizing options such as workshops, lesson study, professional learning communities and active coaching cycles to ensure fidelity and quality in standard-based instruction for all learners.

Facilitator

Instructional Coaches, School-Site Administrators, ETO Support Staff

Participants

Faculty

Schedule

Biweekly, from 9/9/2014 to 12/2/2014

G2. EWS - Identify at-risk students to provide support and intervention to increase achievement

G2.B1 There is a need to increase parental involvement to assist parents in the understanding of the process in identifying resources that can assist parents to improve their student's attendance rates.

G2.B1.S1 Implement an early warning system to identify students who exhibit at-risk behaviors in regards to their attendance.

PD Opportunity 1

Student services department, teachers, & PBS coach will identify students who are exhibiting a pattern of truant or inconsistent attendance behaviors and implement services to assist both the student and parent to improve the student's attendance.

Facilitator

Various District Presenters & PBS Coach

Participants

School-wide Faculty & Staff

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G2.B3 There is a need to decrease school-wide discipline incidents that result in indoor and outdoor suspensions

G2.B3.S1 Implement Positive Behavior Support system that will identify and reinforce students who exhibit desired positive behaviors

PD Opportunity 1

Provide teachers with tools and training of various techniques to implement positive behavior system within the classroom and school-wide

Facilitator

Administration, PBS Coach, Selected Teachers

Participants

Entire Faculty

Schedule

Biweekly, from 10/21/2014 to 6/2/2015

G3. To implement a rigorous curriculum to inspire, engage, prepare and increase student achievement in Science, Technology, Engineering, & Mathematics (STEM)

G3.B1 Lack of curriculum driven by problem solving, discovery and exploratory learning actively engaging students to find a solution.

G3.B1.S1 Implementing and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking for a deeper understanding of content.

PD Opportunity 1

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

Facilitator

Various District Presenters

Participants

Science Teachers, Mathematics Teachers, CTE Teachers,

Schedule

Weekly, from 9/26/2014 to 9/26/2014

G3.B1.S2 Using performance tasks, essays, portfolios, video presentation, and demonstrations to guide the instructional planning and pacing.

PD Opportunity 1

Provide Professional Development during Collaborative Planning and Planning Days on the deep teaching of the standards and adhering that rigor is taught.

Facilitator

Instructional Curriculum Coaches

Participants

Science Teachers, Mathematics Teachers, CTE Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas.	4,000
Goal 2: EWS - Identify at-risk students to provide support and intervention to increase achievement	29,499
Grand Total	33,499

Goal 1: If we plan for explicit instruction in all content areas then we will increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S2.A1 - Substitute Funding	General Fund	2,000
B4.S1.A1 - Lesson Study Substitutes	General Fund	2,000
Total Goal 1		4,000

Goal 2: EWS - Identify at-risk students to provide support and intervention to increase achievement

Description	Source	Total
B1.S1.A1 - Community Involvement Specialists	Title I Part A	20,000
B2.S1.A1 - After-School Tutoring	Title III	8,500
B3.S1.A2 - Student Incentives	General Fund	999
Total Goal 2		29,499