

North Miami Beach Senior High



2015-16 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	49
Technical Assistance Items	57
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 compliance. 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) meetings, grade level meetings, daily parent-teacher conferences, CIS (Community Involvement Specialist), parent academy meetings, EESAC 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 on all school related information.

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 stellar education in a safe 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 implements the district-wide Values Matters initiative and conduct various 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 peer mediation, counseling, success center referrals, etc.
- Students who display Level I – Level IV behaviors as described in the District’s Code of Student Conduct are recommended to the alternative to outdoor suspension program to assist students in addressing the root cause of the displayed behavioral issue.

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.
- Vanessa Armand, 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.
- Marjorie Prophete, 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 referred to the alternate to outdoor suspension/success center or placed in the School Center for Special Instruction (SCSI) on 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	109	137	152	218	616
One or more suspensions	4	0	0	0	4
Course failure in ELA or Math	23	30	48	33	134
Level 1 on statewide assessment	17	0	6	193	216

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	18	21	20	63	122

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) and Communities in Schools within the community to help serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting and partnering activities. The CIS and Communities in Schools 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:

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Assistant 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 RtI 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 Prophete, 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.

Vanessa Armand, 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 RtI 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 RtI 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
- FSA & 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:

Name	Stakeholder Group
Reiner Luzardo	Teacher
Randy Milliken	Principal
Veronica Martin	Teacher
Shirley Brown-Rose	Teacher
Liane Harris	Parent
Kenyasha McDaniels	Business/Community
Billy Ridore	Principal
Latonya Kelsey	Parent
Carlos Sardinias	Teacher
Alicia Gant	Teacher
Heather Burdick	Teacher
Chedeline Apollon	Student
Raven Rolle	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 2015-2016 school year, all members of the SAC will review the SIP for the 2014-2015 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:

Name	Title
Milliken, Randy	Principal
Montesino, Marina	Assistant Principal
Ridore, Billy	Assistant Principal
Challenger , Sacha	Assistant Principal
Volcy, Selena	Assistant Principal
Winter , Shelly	Instructional Coach
Jean, Mickael	Instructional Coach
Sauders , Lois	Instructional Coach
Brown Rose, Shirley	Instructional Coach
Antonini, Enrique	Teacher, K-12
Chacin, Daria	Teacher, K-12
Davis, Marteshia	Teacher, K-12
Lafrance, Rachel	Teacher, K-12
Luzardo, Rei	Teacher, Career/Technical
Parker , Lisa	Teacher, K-12
Pasternack, Adam	Teacher, K-12
Smith, Keisha	Teacher, K-12
Boeva, Vana	Teacher, K-12
Masselle, Joseph	Teacher, K-12
Mabe, Roger	Teacher, K-12
Roncallo, Deborah	Teacher, ESE
Parker, Troy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The following are major initiatives of the LLT this year:

- Increasing student performance on the 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 the 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 specialists will 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 targeted 9th grade students
- Common Planning for all subject areas
- Incorporating STEM activities within 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 with the assistance of the Professional Learning Support Team (PLST) to help foster the growth of PLCs
- Professional Learning Communities (PLC) for all subject areas to make decisions about literacy instruction in the school. Student data is analyzed 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 targeted 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 courses offered to eligible students
- 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)
- ACT & SAT Support through CAP Advisor and Community Resources

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, ESE 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 Freshman Experience 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 Administration
- 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G066101

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

- Reading Coaches; collaborative planning guide; collaborative planning schedule, ISPECs tools, pacing guides, supplemental instructional guides (S.I.G.)
- Instructional Coach, Pearson Math XL, Algebra Nation to supplement Pearson and ensure alignment to MAFS, Edgenuity for non-intensive 9th grader Algebra Students, Item Specs & Test Blueprint Design, Unit Tests to monitor data and check for aligned lessons, ETO Support Staff, Pacing Guide, and Unit Plan
- Item Specs, Pacing Guides, Focus Calendar, Lesson Planning Rubric, Lesson Plan sample template, Instructional Coach, CSS
- Social Studies instructional framework, suggested Social Studies lesson plan template, Florida Standards for Reading and Writing in History/Social Studies, unpacking document for Florida Standards, argumentative and informational rubrics, Edgenuity, NBC Learn, Discovery Education, online Teacher Edition textbook (all content areas) that includes primary/secondary sources, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes) and the student edition (online) textbook, NGSS content-specific Item Specifications (FLDOE - 9th grade World History, 11th grade US History, 12th grade Government and Economics with Financial Literacy), 11th grade US History Task Cards.
- Item Specs, Pacing Guides, Focus Calendar, Lesson Planning Rubric, Lesson Plan sample template, Instructional Coach, CSS, ETO Support Staff

Targeted Barriers to Achieving the Goal 3

- Teachers are having a difficult time with effective planning with the focus of aligning the lesson's objective with the end product.
- There is an opportunity to improve teacher understanding of the MAFS to develop and implement aligned rigorous lessons.
- Lack of full participation and collaboration among teachers in Collaborative Planning resulting in independent Lesson Plans that lack alignment with Item Specs and alignment within the parts of the lesson.
- Limited evidence of effective use of technology in Social Science classrooms.
- Limited evidence of implementation of instructional practices and supports that are necessary for Students With Disabilities to access the general education curriculum.

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 9/15/2015 to 6/3/2016

Evidence of Completion

Topic Assessments, District Interim Assessments, additional student performance data

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. To increase student achievement by improving core instruction in all content areas. **1**

 G066101

G1.B1 Teachers are having a difficult time with effective planning with the focus of aligning the lesson's objective with the end product. **2**

 B171019

G1.B1.S1 Teachers will plan collaboratively for rigorous lessons that demonstrate alignment the lesson's objective with the end product. **4**

 S182503

Strategy Rationale

To improve instructional delivery

Action Step 1 **5**

Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of Administrator and Reading Coaches.

Person Responsible

Shirley Brown Rose

Schedule

Weekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Collaborative planning calendar

Action Step 2 5

Providing teachers with support through modeling and coaching cycles to implement the planning process to align the lesson's objective with an end product.

Person Responsible

Shelly Winter

Schedule

Weekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Coaching cycle documentation, lesson plans

Action Step 3 5

Model Marzano's steps for effective planning during collaborative planning.

Person Responsible

Shirley Brown Rose

Schedule

Weekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Collaborative planning agendas, lesson plans

Action Step 4 5

Consistently monitor common planning to ensure fidelity and quality of Backwards planning for the delivery of instruction (Deep teaching).

Person Responsible

Billy Ridore

Schedule

Weekly, from 9/15/2014 to 10/30/2015

Evidence of Completion

Classroom walkthrough; lesson plans

Action Step 5 5

Teachers will analyze students' work samples to show evidence of meeting mastery of the targeted lesson's objective.

Person Responsible

Shelly Winter

Schedule

Biweekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Students' work samples; collaborative planning agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Billy Ridore

Schedule

Daily, from 9/15/2015 to 10/30/2015

Evidence of Completion

Common Planning, Walkthrough Logs and Coaching Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative Walkthroughs

Person Responsible

Billy Ridore

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

FAIR Data and other Assessment Data, Instructional Routines

G1.B2 There is an opportunity to improve teacher understanding of the MAFS to develop and implement aligned rigorous lessons. **2**

 B171020

G1.B2.S1 Utilize common planning to dissect the Item Specifications and analyze student work and its alignment to the MAFS in order to improve lesson alignment to the assessed standards. **4**

 S182505

Strategy Rationale

To improve aligned standard based instruction

Action Step 1 **5**

Develop a common planning structure for dissecting the Item Specs for current standards (template, student work, etc.).

Person Responsible

Mickael Jean

Schedule

Weekly, from 9/15/2015 to 9/18/2015

Evidence of Completion

Regular implementation of the CP structure as evidenced in CP Agenda and observations

Action Step 2 **5**

Coach will conduct mini-PD to compare previous Pearson lesson to prior knowledge as listed in the pacing guide. The purpose of this activity is to recognize the difference between review and new material.

Person Responsible

Mickael Jean

Schedule

On 9/16/2015

Evidence of Completion

PD, Agenda and sign-in sheet will document attendance. Evidence of mastery will occur during CP sessions.

Action Step 3 5

Coach will model applying pacing guide, Item Specs, and outside resources to add supplemental material to the Pearson lessons and ensure they meet the MAFS.

Person Responsible

Mickael Jean

Schedule

Weekly, from 9/15/2015 to 10/30/2015

Evidence of Completion

Content areas produce (with coaches guidance) lesson plans that meet the criteria of the Item Specs.

Action Step 4 5

Coach will prioritize individual teachers for coaching cycle support based on end products (lessons) of common planning and their alignment to the MAFS. Coach will tier teachers for support.

Person Responsible

Mickael Jean

Schedule

Daily, from 9/15/2014 to 10/13/2015

Evidence of Completion

Coaching reflection documentation that outlines the rationale for a coaching cycle.

Action Step 5 5

Coach will conduct coaching cycles with the identified teachers to address planning rigorous lessons that meet the MAFS.

Person Responsible

Mickael Jean

Schedule

Daily, from 9/15/2015 to 10/30/2015

Evidence of Completion

Coaching reflection documentation that describes the cycle and reflects on effectiveness.

Action Step 6 5

The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the common planning sessions and alignment of lessons to the MAFS and identify additional barriers to address.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

"Observed changes in delivery of instruction that show an improvement in alignment of lesson plans. "

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Effective Lesson Plan and Instructional Routines

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/16/2015 to 11/4/2015

Evidence of Completion

Topic and District Assessments Data and Common Planning

G1.B2.S2 Utilize coaching cycles to improve the use of effective questioning strategies during the implementation of aligned lessons in order to increase instructional rigor. 4

 S185479

Strategy Rationale

To improve students conceptual knowledge of assessed MAFS

Action Step 1 5

Conduct classroom observations of teachers identified as Tier 1 teachers under the previous strategy and prioritize teachers in need of support in implementing effective questioning strategies.

Person Responsible

Mickael Jean

Schedule

On 9/18/2015

Evidence of Completion

Coaching reflection documentation that outlines the rationale for a coaching cycle.

Action Step 2 5

Coach will conduct coaching cycles on a specific strategy for effective questioning.

Person Responsible

Mickael Jean

Schedule

Daily, from 9/15/2015 to 10/13/2015

Evidence of Completion

Coaching reflection documentation that describes the cycle and reflects on effectiveness.

Action Step 3 5

The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the implementation of the specific strategy for effective questioning

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/15/2015 to 10/19/2015

Evidence of Completion

Observed changes in delivery of instruction that show an improvement in alignment of lesson plans. "

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Effective Lesson Plan and Instructional Routines

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Topic and District Assessments Data and Common Planning

G1.B3 Lack of full participation and collaboration among teachers in Collaborative Planning resulting in independent Lesson Plans that lack alignment with Item Specs and alignment within the parts of the lesson.

2

 B171021

G1.B3.S1 Utilize administrative incentives to encourage teachers to attend and become full participants in the collaborative planning sessions, where they will develop lesson plans that are aligned with the item specs, the pacing guide, and all parts of the lesson planning rubric that they will implement. 4

 S182507

Strategy Rationale

To implement Gradual Release, wait time, and discussion protocols

Action Step 1 5

Administrators will debrief with teachers about the rationale for ongoing attendance and participation in collaborative planning and offer encouragement.

Person Responsible

Sacha Challenger

Schedule

On 9/18/2015

Evidence of Completion

Collaborative Planning Agenda

Action Step 2 5

Coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide, item specs, and to ensure that all lesson components are aligned with the learning objectives.

Person Responsible

Lois Sauders

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Collaborative Planning Agenda

Action Step 3 5

Administrators will conduct weekly lesson plan checks to ensure consistency and alignment to pacing guide, item specs, and lesson plan rubric.

Person Responsible

Lois Sauders

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans Submitted

Action Step 4 5

Coach will model in collaborative planning the logistical details (for example, timing and pacing) of lesson planning execution.

Person Responsible

Lois Sauders

Schedule

Weekly, from 9/18/2015 to 11/4/2015

Evidence of Completion

Collaborative Planning Agenda and Lesson Plan

Action Step 5 5

Administrators will monitor progress of all teachers with implementation of these strategies.

Person Responsible

Sacha Challenger

Schedule

Weekly, from 9/22/2015 to 11/4/2015

Evidence of Completion

Administrative Walkthrough

Action Step 6 5

Coach will provide coaching cycles for teachers who demonstrate need for additional assistance.

Person Responsible

Lois Sauders

Schedule

Daily, from 9/18/2015 to 10/13/2015

Evidence of Completion

Agenda, Coaching Logs, Administrative Logs

Action Step 7 5

Teachers will consistently utilize the strategies modeled and practiced during collaborative planning.

Person Responsible

Sacha Challenger

Schedule

Daily, from 9/18/2015 to 10/30/2015

Evidence of Completion

Administrative Walkthrough

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Sacha Challenger

Schedule

Daily, from 9/18/2015 to 11/4/2015

Evidence of Completion

Effective Lesson Plan and Instructional Routines

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Sacha Challenger

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Topic and District Assessments Data and Common Planning

G1.B4 Limited evidence of effective use of technology in Social Science classrooms. 2

 B171022

G1.B4.S1 Provide support to teachers to increase the use of technology in Social Studies Classrooms.

4

 S182509

Strategy Rationale

To ensure that student achievement is occurring and that the achievement gap is closing through the effective use of technology.

Action Step 1 5

Teachers in need of tablet training will attend the Tablet Professional Development

Person Responsible

Marina Montesino

Schedule

On 9/23/2015

Evidence of Completion

Professional Development Sign-In

Action Step 2 5

Literacy Coach, CSS, and Edgenuity staff will train teachers on the use Edgenuity in the classroom. Possible uses for Edgenuity include: homework, small group, remediation, blended instruction, Saturday School, and SCSi

Person Responsible

Shelly Winter

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Professional Development Sign-In

Action Step 3 5

Literacy Coach and CSS will work with teachers to plan for opportunities to use technology as a means of engaging students during lessons (ex: Edgenuity, OneNote, NearPod, Student Portal Collaborative Site).

Person Responsible

Shelly Winter

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans created during Common Plannin

Action Step 4 5

Teachers will plan, implement, and execute lesson plans that demonstrate comprehension and application of strategies learned in respective professional developments

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans, Instructional Walkthroughs

Action Step 5 5

Administration will conduct walk-throughs to observe infusion of appropriate technology in lessons, and if needed, identify teachers in need of additional support.

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans, Observation Notes, Walkthrough Documents

Action Step 6 5

Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.

Person Responsible

Marina Montesino

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans, Observation Notes, Walkthrough Documents

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

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

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

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

Classroom walkthroughs

Person Responsible

Marina Montesino

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson plans, student work products, student performance data, and Common Planning

G1.B4.S2 Provide support to Administration, Literacy Coach, and Social Studies teachers in order to build capacity that supports planning alignment between the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies that leads to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to standards. 4

 S185480

Strategy Rationale

To improve aligned standard based instruction

Action Step 1 5

Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology (tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies.

Person Responsible

Shelly Winter

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Itemized Common Planning Agendas

Action Step 2 5

Administration, Literacy Coach, teachers and CSS will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing,

Person Responsible

Shelly Winter

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Itemized Common Planning Agendas, Lesson Plans completed during Common Planning

Action Step 3 5

Teachers will implement and execute lesson plans created during common planning.

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans

Action Step 4 5

Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support.

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans, Observation Notes, Walkthrough Documents

Action Step 5 5

Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.

Person Responsible

Marina Montesino

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson Plans, Observation Notes, Walkthrough Documents

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administrative Walkthroughs and Effective Coaching Cycles

Person Responsible

Marina Montesino

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Classroom Walkthroughs

Person Responsible

Marina Montesino

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Lesson plans, student work products, student performance data, and Common Planning

G1.B5 Limited evidence of implementation of instructional practices and supports that are necessary for Students With Disabilities to access the general education curriculum. 2

 B174102

G1.B5.S1 Provide support to ESE Teachers as it pertains to best instructional practices that will allow for students with disabilities to progress with the general education curriculum. 4

 S185481

Strategy Rationale

To improve instructional delivery

Action Step 1 5

Introduce the action plan to all stakeholders during scheduled staff faculty meeting.

Person Responsible

Randy Milliken

Schedule

On 9/15/2015

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 2 5

Participate in common planning/individual planning and assure that meaningful lessons are being developed that include supports for students with disabilities.

Person Responsible

Deborah Roncallo

Schedule

Weekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 3 5

Provide training on implementation of supports (i.e. accommodations, Universal Design for Learning (UDL), Differentiated Instruction (DI) that are necessary for students with disabilities to access the curriculum.

Person Responsible

Selena Volcy

Schedule

Weekly, from 9/15/2015 to 12/10/2015

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 4 5

Include the IEP accommodations in daily lesson plans.

Person Responsible

Deborah Roncallo

Schedule

Daily, from 9/15/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Action Step 5 5

Implement meaningful and rigorous lessons that address the needs of students with disabilities.

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough and Observation Log Notes

Action Step 6 5

Monitor implementation of lesson plans through use of classroom visits.

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Classroom Walkthrough and Observation Log Notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrative Walkthroughs and Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Daily, from 9/15/2015 to 11/4/2015

Evidence of Completion

Effective Lesson Plan and Instructional Routines

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administrative Walkthroughs & Effective Coaching Cycles

Person Responsible

Selena Volcy

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

Evidence of Completion

Topic and District Assessments Data and Common Planning

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
G1.B1.S1.A1	Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of Administrator and Reading Coaches.	Brown Rose, Shirley	9/15/2015	Collaborative planning calendar	10/30/2015 weekly
G1.B2.S1.A1	Develop a common planning structure for dissecting the Item Specs for current standards (template, student work, etc.).	Jean, Mickael	9/15/2015	Regular implementation of the CP structure as evidenced in CP Agenda and observations	9/18/2015 weekly
G1.B3.S1.A1	Administrators will debrief with teachers about the rationale for ongoing attendance and participation in collaborative planning and offer encouragement.	Challenger , Sacha	9/15/2015	Collaborative Planning Agenda	9/18/2015 one-time
G1.B4.S1.A1	Teachers in need of tablet training will attend the Tablet Professional Development	Montesino, Marina	9/15/2015	Professional Development Sign-In	9/23/2015 one-time
G1.B2.S2.A1	Conduct classroom observations of teachers identified as Tier 1 teachers under the previous strategy and prioritize teachers in need of support in implementing effective questioning strategies.	Jean, Mickael	9/16/2015	Coaching reflection documentation that outlines the rationale for a coaching cycle.	9/18/2015 one-time
G1.B4.S2.A1	Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology (tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies.	Winter , Shelly	9/15/2015	Itemized Common Planning Agendas	11/4/2015 weekly
G1.B5.S1.A1	Introduce the action plan to all stakeholders during scheduled staff faculty meeting.	Milliken, Randy	9/15/2015	Agenda, Sign-In Sheets	9/15/2015 one-time
G1.B1.S1.A2	Providing teachers with support through modeling and coaching cycles to implement the planning process to align the lesson's objective with an end product.	Winter , Shelly	9/15/2015	Coaching cycle documentation, lesson plans	10/30/2015 weekly
G1.B2.S1.A2	Coach will conduct mini-PD to compare previous Pearson lesson to prior knowledge as listed in the pacing guide. The purpose of this activity is to recognize the difference between review and new material.	Jean, Mickael	9/15/2015	PD, Agenda and sign-in sheet will document attendance. Evidence of mastery will occur during CP sessions.	9/16/2015 one-time
G1.B3.S1.A2	Coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide, item specs, and to ensure that all lesson components are aligned with the learning objectives.	Sauders , Lois	9/15/2015	Collaborative Planning Agenda	11/4/2015 weekly
G1.B4.S1.A2	Literacy Coach, CSS, and Edgenuity staff will train teachers on the use Edgenuity in the classroom. Possible uses for Edgenuity include: homework,	Winter , Shelly	9/15/2015	Professional Development Sign-In	11/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	small group, remediation, blended instruction, Saturday School, and SCSi				
G1.B2.S2.A2	Coach will conduct coaching cycles on a specific strategy for effective questioning.	Jean, Mickael	9/15/2015	Coaching reflection documentation that describes the cycle and reflects on effectiveness.	10/13/2015 daily
G1.B4.S2.A2	Administration, Literacy Coach, teachers and CSS will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing,	Winter , Shelly	9/15/2015	Itemized Common Planning Agendas, Lesson Plans completed during Common Planning	11/4/2015 weekly
G1.B5.S1.A2	Participate in common planning/ individual planning and assure that meaningful lessons are being developed that include supports for students with disabilities.	Roncallo, Deborah	9/15/2015	Agenda, Sign-In Sheets	11/4/2015 weekly
G1.B1.S1.A3	Model Marzano's steps for effective planning during collaborative planning.	Brown Rose, Shirley	9/15/2015	Collaborative planning agendas, lesson plans	10/30/2015 weekly
G1.B2.S1.A3	Coach will model applying pacing guide, Item Specs, and outside resources to add supplemental material to the Pearson lessons and ensure they meet the MAFS.	Jean, Mickael	9/15/2015	Content areas produce (with coaches guidance) lesson plans that meet the criteria of the Item Specs.	10/30/2015 weekly
G1.B3.S1.A3	Administrators will conduct weekly lesson plan checks to ensure consistency and alignment to pacing guide, item specs, and lesson plan rubric.	Sauders , Lois	9/15/2015	Lesson Plans Submitted	11/4/2015 weekly
G1.B4.S1.A3	Literacy Coach and CSS will work with teachers to plan for opportunities to use technology as a means of engaging students during lessons (ex: Edgenuity, OneNote, NearPod, Student Portal Collaborative Site).	Winter , Shelly	9/15/2015	Lesson Plans created during Common Plannin	11/4/2015 weekly
G1.B2.S2.A3	The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the implementation of the specific strategy for effective questioning	Volcy, Selena	9/15/2015	Observed changes in delivery of instruction that show an improvement in alignment of lesson plans. "	10/19/2015 weekly
G1.B4.S2.A3	Teachers will implement and execute lesson plans created during common planning.	Montesino, Marina	9/15/2015	Lesson Plans	11/4/2015 daily
G1.B5.S1.A3	Provide training on implementation of supports (i.e. accommodations, Universal Design for Learning (UDL), Differentiated Instruction (DI) that are necessary for students with disabilities to access the curriculum.	Volcy, Selena	9/15/2015	Agenda, Sign-In Sheets	12/10/2015 weekly
G1.B1.S1.A4	Consistently monitor common planning to ensure fidelity and quality of Backwards planning for the delivery of instruction (Deep teaching).	Ridore, Billy	9/15/2014	Classroom walkthrough; lesson plans	10/30/2015 weekly
G1.B2.S1.A4	Coach will prioritize individual teachers for coaching cycle support based on end products (lessons) of common planning and their alignment to the	Jean, Mickael	9/15/2014	Coaching reflection documentation that outlines the rationale for a coaching cycle.	10/13/2015 daily

Dade - 7541 - North Miami Beach Senior High - 2015-16 SIP
North Miami Beach Senior High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	MAFS. Coach will tier teachers for support.				
G1.B4.S1.A4	Teachers will plan, implement, and execute lesson plans that demonstrate comprehension and application of strategies learned in respective professional developments	Montesino, Marina	9/15/2015	Lesson Plans, Instructional Walkthroughs	11/4/2015 daily
G1.B3.S1.A4	Coach will model in collaborative planning the logistical details (for example, timing and pacing) of lesson planning execution.	Sauders , Lois	9/18/2015	Collaborative Planning Agenda and Lesson Plan	11/4/2015 weekly
G1.B4.S2.A4	Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support.	Montesino, Marina	9/15/2015	Lesson Plans, Observation Notes, Walkthrough Documents	11/4/2015 daily
G1.B5.S1.A4	Include the IEP accommodations in daily lesson plans.	Roncallo, Deborah	9/15/2015	Lesson Plans	6/3/2016 daily
G1.B1.S1.A5	Teachers will analyze students' work samples to show evidence of meeting mastery of the targeted lesson's objective.	Winter , Shelly	9/15/2015	Students' work samples; collaborative planning agendas	10/30/2015 biweekly
G1.B2.S1.A5	Coach will conduct coaching cycles with the identified teachers to address planning rigorous lessons that meet the MAFS.	Jean, Mickael	9/15/2015	Coaching reflection documentation that describes the cycle and reflects on effectiveness.	10/30/2015 daily
G1.B3.S1.A5	Administrators will monitor progress of all teachers with implementation of these strategies.	Challenger , Sacha	9/22/2015	Administrative Walkthrough	11/4/2015 weekly
G1.B4.S1.A5	Administration will conduct walk-throughs to observe infusion of appropriate technology in lessons, and if needed, identify teachers in need of additional support.	Montesino, Marina	9/15/2015	Lesson Plans, Observation Notes, Walkthrough Documents	11/4/2015 daily
G1.B4.S2.A5	Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.	Montesino, Marina	9/15/2015	Lesson Plans, Observation Notes, Walkthrough Documents	11/4/2015 weekly
G1.B5.S1.A5	Implement meaningful and rigorous lessons that address the needs of students with disabilities.	Volcy, Selena	9/15/2015	Classroom Walkthrough and Observation Log Notes	6/3/2016 daily
G1.B2.S1.A6	The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the common planning sessions and alignment of lessons to the MAFS and identify additional barriers to address.	Volcy, Selena	9/15/2015	"Observed changes in delivery of instruction that show an improvement in alignment of lesson plans. "	11/4/2015 weekly
G1.B3.S1.A6	Coach will provide coaching cycles for teachers who demonstrate need for additional assistance.	Sauders , Lois	9/18/2015	Agenda, Coaching Logs, Administrative Logs	10/13/2015 daily
G1.B4.S1.A6	Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.	Montesino, Marina	9/15/2015	Lesson Plans, Observation Notes, Walkthrough Documents	11/4/2015 weekly
G1.B5.S1.A6	Monitor implementation of lesson plans through use of classroom visits.	Volcy, Selena	9/15/2015	Classroom Walkthrough and Observation Log Notes	11/4/2015 daily
G1.B3.S1.A7	Teachers will consistently utilize the strategies modeled and practiced during collaborative planning.	Challenger , Sacha	9/18/2015	Administrative Walkthrough	10/30/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data collected from Assessments both Informal and Formal will be use to determine progress towards the goal.	Milliken, Randy	9/15/2015	Topic Assessments, District Interim Assessments, additional student performance data	6/3/2016 quarterly
G1.B1.S1.MA1	Administrative Walkthroughs	Ridore, Billy	9/15/2015	FAIR Data and other Assessment Data, Instructional Routines	11/4/2015 daily
G1.B1.S1.MA1	Administrative Walkthroughs and Effective Coaching Cycles	Ridore, Billy	9/15/2015	Common Planning, Walkthrough Logs and Coaching Logs	10/30/2015 daily
G1.B2.S1.MA1	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/16/2015	Topic and District Assessments Data and Common Planning	11/4/2015 daily
G1.B2.S1.MA1	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/15/2015	Effective Lesson Plan and Instructional Routines	11/4/2015 daily
G1.B3.S1.MA1	Administrative Walkthroughs and Coaching Cycles	Challenger , Sacha	9/15/2015	Topic and District Assessments Data and Common Planning	11/4/2015 biweekly
G1.B3.S1.MA1	Administrative Walkthroughs and Coaching Cycles	Challenger , Sacha	9/18/2015	Effective Lesson Plan and Instructional Routines	11/4/2015 daily
G1.B4.S1.MA1	Classroom walkthroughs	Montesino, Marina	9/15/2015	Lesson plans, student work products, student performance data, and Common Planning	11/4/2015 biweekly
G1.B4.S1.MA1	Administrative Walkthroughs and Effective Coaching Cycles	Montesino, Marina	9/15/2015	Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda	11/4/2015 daily
G1.B5.S1.MA1	Administrative Walkthroughs & Effective Coaching Cycles	Volcy, Selena	9/15/2015	Topic and District Assessments Data and Common Planning	11/4/2015 biweekly
G1.B5.S1.MA1	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/15/2015	Effective Lesson Plan and Instructional Routines	11/4/2015 daily
G1.B2.S2.MA1	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/15/2015	Topic and District Assessments Data and Common Planning	11/4/2015 biweekly
G1.B2.S2.MA1	Administrative Walkthroughs and Coaching Cycles	Volcy, Selena	9/15/2015	Effective Lesson Plan and Instructional Routines	11/4/2015 daily
G1.B4.S2.MA1	Classroom Walkthroughs	Montesino, Marina	9/15/2015	Lesson plans, student work products, student performance data, and Common Planning	11/4/2015 biweekly
G1.B4.S2.MA1	Administrative Walkthroughs and Effective Coaching Cycles	Montesino, Marina	9/15/2015	Common Planning End Product, Common Planning Agenda, Administrative Reflection Logs, Instructional Coaching Logs, Leadership Team Meeting Agenda	11/4/2015 daily

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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers are having a difficult time with effective planning with the focus of aligning the lesson's objective with the end product.

G1.B1.S1 Teachers will plan collaboratively for rigorous lessons that demonstrate alignment the lesson's objective with the end product.

PD Opportunity 1

Providing teachers with support through modeling and coaching cycles to implement the planning process to align the lesson's objective with an end product.

Facilitator

Shirley Brown Rose and Shelly Winter, Instructional Curriculum Coaches

Participants

Instructional Coaches, Teachers, Assistant Principals, and Principal.

Schedule

Weekly, from 9/15/2015 to 10/30/2015

PD Opportunity 2

Model Marzano's steps for effective planning during collaborative planning.

Facilitator

Shirley Brown Rose and Shelly Winter, Instructional Curriculum Coaches

Participants

Instructional Coaches, Teachers, Assistant Principals, and Principal.

Schedule

Weekly, from 9/15/2015 to 10/30/2015

PD Opportunity 3

Teachers will analyze students' work samples to show evidence of meeting mastery of the targeted lesson's objective.

Facilitator

Shirley Brown Rose and Shelly Winter, Instructional Curriculum Coaches

Participants

Instructional Coaches, Teachers, Assistant Principals, and Principal.

Schedule

Biweekly, from 9/15/2015 to 10/30/2015

G1.B2 There is an opportunity to improve teacher understanding of the MAFS to develop and implement aligned rigorous lessons.

G1.B2.S1 Utilize common planning to dissect the Item Specifications and analyze student work and its alignment to the MAFS in order to improve lesson alignment to the assessed standards.

PD Opportunity 1

Develop a common planning structure for dissecting the Item Specs for current standards (template, student work, etc.).

Facilitator

Mickael Jean, Math Coach; Frideline Bruno, CSS

Participants

Mathematics Teachers

Schedule

Weekly, from 9/15/2015 to 9/18/2015

PD Opportunity 2

Coach will conduct mini-PD to compare previous Pearson lesson to prior knowledge as listed in the pacing guide. The purpose of this activity is to recognize the difference between review and new material.

Facilitator

Mickael Jean, Math Coach and Frideline Bruno, CSS, Dr. Selena Volcy, AP, John Crary, IS

Participants

Mathematics Teachers

Schedule

On 9/16/2015

PD Opportunity 3

Coach will model applying pacing guide, Item Specs, and outside resources to add supplemental material to the Pearson lessons and ensure they meet the MAFS.

Facilitator

Mickael Jean, Math Coach and Dr. Selena Volcy, AP

Participants

Mathematics Teachers

Schedule

Weekly, from 9/15/2015 to 10/30/2015

PD Opportunity 4

Coach will prioritize individual teachers for coaching cycle support based on end products (lessons) of common planning and their alignment to the MAFS. Coach will tier teachers for support.

Facilitator

Mickael Jean, Math Coach and Dr. Selena Volcy, AP

Participants

Mathematics Teacher

Schedule

Daily, from 9/15/2014 to 10/13/2015

PD Opportunity 5

Coach will conduct coaching cycles with the identified teachers to address planning rigorous lessons that meet the MAFS.

Facilitator

Mickael Jean, Math Coach; Frideline Bruno, CSS

Participants

Mathematics Teacher

Schedule

Daily, from 9/15/2015 to 10/30/2015

G1.B2.S2 Utilize coaching cycles to improve the use of effective questioning strategies during the implementation of aligned lessons in order to increase instructional rigor.

PD Opportunity 1

Coach will conduct coaching cycles on a specific strategy for effective questioning.

Facilitator

Mickael Jean, Math Coach; Frideline Bruno, CSS

Participants

Mathematics Teachers

Schedule

Daily, from 9/15/2015 to 10/13/2015

G1.B3 Lack of full participation and collaboration among teachers in Collaborative Planning resulting in independent Lesson Plans that lack alignment with Item Specs and alignment within the parts of the lesson.

G1.B3.S1 Utilize administrative incentives to encourage teachers to attend and become full participants in the collaborative planning sessions, where they will develop lesson plans that are aligned with the item specs, the pacing guide, and all parts of the lesson planning rubric that they will implement.

PD Opportunity 1

Coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide, item specs, and to ensure that all lesson components are aligned with the learning objectives.

Facilitator

Lois Saunders, Dr. Sacha T. Challenger, Randy Milliken

Participants

Science Teachers

Schedule

Weekly, from 9/15/2015 to 11/4/2015

PD Opportunity 2

Coach will model in collaborative planning the logistical details (for example, timing and pacing) of lesson planning execution.

Facilitator

Lois Saunders, Dr. Sacha T. Challenger, Randy Milliken

Participants

Science Teachers

Schedule

Weekly, from 9/18/2015 to 11/4/2015

PD Opportunity 3

Coach will provide coaching cycles for teachers who demonstrate need for additional assistance.

Facilitator

Lois Saunders, Dr. Sacha T. Challenger

Participants

Science Teachers

Schedule

Daily, from 9/18/2015 to 10/13/2015

G1.B4 Limited evidence of effective use of technology in Social Science classrooms.

G1.B4.S1 Provide support to teachers to increase the use of technology in Social Studies Classrooms.

PD Opportunity 1

Teachers in need of tablet training will attend the Tablet Professional Development

Facilitator

District & ETO Support Staff

Participants

Social Science Teachers

Schedule

On 9/23/2015

PD Opportunity 2

Literacy Coach, CSS, and Edgenuity staff will train teachers on the use Edgenuity in the classroom. Possible uses for Edgenuity include: homework, small group, remediation, blended instruction, Saturday School, and SCS

Facilitator

Literacy Coach, Shelly Winter; ETO CSS, Anna Katter; Edgenuity Staff

Participants

Social Science Teachers

Schedule

Biweekly, from 9/15/2015 to 11/4/2015

PD Opportunity 3

Literacy Coach and CSS will work with teachers to plan for opportunities to use technology as a means of engaging students during lessons (ex: Edgenuity, OneNote, NearPod, Student Portal Collaborative Site).

Facilitator

Literacy Coach, Shelly Winter; ETO CSS, Anna Katter

Participants

Social Science Teachers

Schedule

Weekly, from 9/15/2015 to 11/4/2015

G1.B4.S2 Provide support to Administration, Literacy Coach, and Social Studies teachers in order to build capacity that supports planning alignment between the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies that leads to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to standards.

PD Opportunity 1

Administration, Literacy Coach, teachers and CSS will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing,

Facilitator

Vice Principal, Marina Montesino; Literacy Coach, Shelly Winter; ETO CSS, Anna Katter

Participants

Social Science Teachers

Schedule

Weekly, from 9/15/2015 to 11/4/2015

G1.B5 Limited evidence of implementation of instructional practices and supports that are necessary for Students With Disabilities to access the general education curriculum.

G1.B5.S1 Provide support to ESE Teachers as it pertains to best instructional practices that will allow for students with disabilities to progress with the general education curriculum.

PD Opportunity 1

Provide training on implementation of supports (i.e. accommodations, Universal Design for Learning (UDL), Differentiated Instruction (DI) that are necessary for students with disabilities to access the curriculum.

Facilitator

ESE Support Staff

Participants

All Content Area & ESE Teachers

Schedule

Weekly, from 9/15/2015 to 12/10/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide teachers with common planning scheduled calendar and identify teacher leader with the emphasis to conduct collaborative planning in the absence of Administrator and Reading Coaches.	\$0.00
2	G1.B1.S1.A2	Providing teachers with support through modeling and coaching cycles to implement the planning process to align the lesson's objective with an end product.	\$0.00
3	G1.B1.S1.A3	Model Marzano's steps for effective planning during collaborative planning.	\$0.00
4	G1.B1.S1.A4	Consistently monitor common planning to ensure fidelity and quality of Backwards planning for the delivery of instruction (Deep teaching).	\$0.00
5	G1.B1.S1.A5	Teachers will analyze students' work samples to show evidence of meeting mastery of the targeted lesson's objective.	\$0.00
6	G1.B2.S1.A1	Develop a common planning structure for dissecting the Item Specs for current standards (template, student work, etc.).	\$0.00
7	G1.B2.S1.A2	Coach will conduct mini-PD to compare previous Pearson lesson to prior knowledge as listed in the pacing guide. The purpose of this activity is to recognize the difference between review and new material.	\$0.00
8	G1.B2.S1.A3	Coach will model applying pacing guide, Item Specs, and outside resources to add supplemental material to the Pearson lessons and ensure they meet the MAFS.	\$0.00
9	G1.B2.S1.A4	Coach will prioritize individual teachers for coaching cycle support based on end products (lessons) of common planning and their alignment to the MAFS. Coach will tier teachers for support.	\$0.00
10	G1.B2.S1.A5	Coach will conduct coaching cycles with the identified teachers to address planning rigorous lessons that meet the MAFS.	\$0.00
11	G1.B2.S1.A6	The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the common planning sessions and alignment of lessons to the MAFS and identify additional barriers to address.	\$0.00
12	G1.B2.S2.A1	Conduct classroom observations of teachers identified as Tier 1 teachers under the previous strategy and prioritize teachers in need of support in implementing effective questioning strategies.	\$0.00
13	G1.B2.S2.A2	Coach will conduct coaching cycles on a specific strategy for effective questioning.	\$0.00
14	G1.B2.S2.A3	The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the implementation of the specific strategy for effective questioning	\$0.00

Budget Data

15	G1.B3.S1.A1	Administrators will debrief with teachers about the rationale for ongoing attendance and participation in collaborative planning and offer encouragement.			\$0.00	
16	G1.B3.S1.A2	Coach will guide teachers to use lesson planning rubric to develop lesson plans that are aligned with pacing guide, item specs, and to ensure that all lesson components are aligned with the learning objectives.			\$0.00	
17	G1.B3.S1.A3	Administrators will conduct weekly lesson plan checks to ensure consistency and alignment to pacing guide, item specs, and lesson plan rubric.			\$0.00	
18	G1.B3.S1.A4	Coach will model in collaborative planning the logistical details (for example, timing and pacing) of lesson planning execution.			\$0.00	
19	G1.B3.S1.A5	Administrators will monitor progress of all teachers with implementation of these strategies.			\$0.00	
20	G1.B3.S1.A6	Coach will provide coaching cycles for teachers who demonstrate need for additional assistance.			\$0.00	
21	G1.B3.S1.A7	Teachers will consistently utilize the strategies modeled and practiced during collaborative planning.			\$0.00	
22	G1.B4.S1.A1	Teachers in need of tablet training will attend the Tablet Professional Development			\$2,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,000.00
<i>Notes: Lesson Study Substitutes</i>						
23	G1.B4.S1.A2	Literacy Coach, CSS, and Edgenuity staff will train teachers on the use Edgenuity in the classroom. Possible uses for Edgenuity include: homework, small group, remediation, blended instruction, Saturday School, and SCSi			\$0.00	
24	G1.B4.S1.A3	Literacy Coach and CSS will work with teachers to plan for opportunities to use technology as a means of engaging students during lessons (ex: Edgenuity, OneNote, NearPod, Student Portal Collaborative Site).			\$0.00	
25	G1.B4.S1.A4	Teachers will plan, implement, and execute lesson plans that demonstrate comprehension and application of strategies learned in respective professional developments			\$0.00	
26	G1.B4.S1.A5	Administration will conduct walk-throughs to observe infusion of appropriate technology in lessons, and if needed, identify teachers in need of additional support.			\$0.00	
27	G1.B4.S1.A6	Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.			\$0.00	
28	G1.B4.S2.A1	Create an itemized agenda for the each Common Planning in order to ensure that planning results in rigorous lesson plans. Administration, Literacy Coach, and CSS will emphasize use of the Social Studies Instructional Framework and suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM) as critical tools in creating thorough and detailed lesson plans. Planning should include infusion of technology			\$0.00	

Budget Data

		(tablets, stations, Promethean Boards, and Edgenuity), and culminate in a written end product aligned to the NGSS-SS and Florida Standards for History/Social Studies.	
29	G1.B4.S2.A2	Administration, Literacy Coach, teachers and CSS will participate in Common Planning in order to ensure complete alignment between NGSSS-SS content standards, Florida Standards for Reading and Writing in History/Social Studies, Social Studies Instructional Framework, and Suggested Lesson Plan Template that will be used to generate student-centered instructional activities that culminate in writing,	\$0.00
30	G1.B4.S2.A3	Teachers will implement and execute lesson plans created during common planning.	\$0.00
31	G1.B4.S2.A4	Administration will conduct walk-throughs to observe implementation of lessons, and if needed, identify teachers in need of additional support.	\$0.00
32	G1.B4.S2.A5	Administration will debrief with teachers, Literacy Coach, Curriculum Support Specialist, and Instructional Supervisor in order to determine next steps.	\$0.00
33	G1.B5.S1.A1	Introduce the action plan to all stakeholders during scheduled staff faculty meeting.	\$0.00
34	G1.B5.S1.A2	Participate in common planning/individual planning and assure that meaningful lessons are being developed that include supports for students with disabilities.	\$0.00
35	G1.B5.S1.A3	Provide training on implementation of supports (i.e. accommodations, Universal Design for Learning (UDL), Differentiated Instruction (DI) that are necessary for students with disabilities to access the curriculum.	\$0.00
36	G1.B5.S1.A4	Include the IEP accommodations in daily lesson plans.	\$0.00
37	G1.B5.S1.A5	Implement meaningful and rigorous lessons that address the needs of students with disabilities.	\$0.00
38	G1.B5.S1.A6	Monitor implementation of lesson plans through use of classroom visits.	\$0.00
Total:			\$2,000.00