

Miami-Dade County Public Schools

Miami Beach Senior High School



2015-16 School Improvement Plan

Miami Beach Senior High School

2231 PRAIRIE AVE, Miami Beach, FL 33139

<http://miamibeachhigh.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

The mission of Miami Beach Senior High is to provide a safe and stimulating learning environment and a rigorous curriculum, while instilling integrity, respect and self-esteem, enabling all students to achieve personal success.

Provide the school's vision statement

The vision of Miami Beach Senior High is to develop a culture of success by nurturing life-long learning and values conducive to active participation in the global community.

School Environment

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

During the Summer Institute the concept of Life GPS was derived and proposed as a means of creating and maintaining a relationship with students. The implementation of "Life GPS" would enable students to have an adult mentor, an individual at the school with whom they have a rapport and are comfortable to discuss academic as well as "life" issues. This mentorship could include assistance with class work, test preparation, tutoring, college planning or any other area that contributes to the academic and emotional success of students. At the Opening of School Professional Development the idea was introduced to the faculty and received as a strong relationship building idea in which we will continue to develop.

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

Miami Beach Senior High is open and available for students from 6:45 am until well after hours. School security as well as our School Resource Officer are on duty from 7:00 am until 3:00 pm. The cafeteria is open daily for free breakfast. The media center opens each morning at 6:45 am and remains open until 3:30 every afternoon. Before and after school as well as during lunch, students are invited in to read, study, use computers, check out materials as well as meet for study groups or other meetings. Clubs, teams, and organizations meet before and after school in classrooms, the courtyards or on the fields. Many teachers are in their classroom well before the school day begins or remain after school to provide students with assistance. Guidance counselors and other support staff are also available to students before, during, and after school. The Core Values are read, posted and discussed continuously so to instill the Nine core values within our students.

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

Miami Beach Senior High's Discipline Committee meets to review the implementation of the Miami Dade County Public School's Discipline policies. Following the guidelines for Level I, II, III, and IV behaviors, students receive progressive disciplinary actions. The committee, comprised of the UTD Steward, teachers, administrators, SCSi instructor, students, parents, and security personnel met during the summer and revised the plan for Level I violations and developed a training for the entire

staff for the opening of school meeting. Teachers report students who are in violation of the dress code and school ID policy. The violation notifications are delivered to classrooms to minimize distractions and allow students to maintain engagement in classroom instruction.

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

Guidance counselors are available to all students and are assigned by grade level. Additionally a social worker is available to students, who are often referred by teachers, counselors and administration for more significant social-emotional issues. The school psychologist serves as clinician for those students with Emotional Behavior Disorders, yet also provides counseling for students who are referred on an individual basis. An additional district psychologist serves on the MTSS/RTI team and works with the Special Education Department ensuring that students needs are met and the all required program documentation inclusive of IEPs, re-evaluations, 504 plans, and transition plans are in compliance. Both the psychologist and the school clinician are part of the Crisis Management Team, providing services as needed during a crisis. The team oversees the school plan to maintain student safety if a crisis situation were to arise. The teachers also play a role in ensuring students social-emotional needs are being met through collaborative communication with parents, faculty, administrators, and counselors.

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 administrators and guidance counselors work collaboratively and follow their grade level cohort to monitor students and identify the early warning signs which include:

- attendance below 90%
- in and out of school suspensions
- course failure in English Language Arts and/or mathematics for possible retention
- Level 1 scores on the English Language Arts and/or mathematics assessments.

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	165	170	192	256	783
One or more suspensions	0	2	2	2	6
Course failure in ELA or Math	32	166	102	65	365
Level 1 on statewide assessment	22	0	7	0	29

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	9	13	3	15	40

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

Students identified by the early warning systems for reading and/or mathematics are assigned to intensive reading and/or mathematics for additional academic support. Additionally, retired teachers (interventionist) work with the students identified by the EWS to provide more intensive support in small group sessions. Students are recommended and encouraged to attend after school tutoring with certified instructional staff. Moreover, when students are assigned to in and out of school suspensions required academic assignments are provided and online resources are available to support students' individual needs. After school tutoring is also provided to students in the media center

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school builds positive relationships and continually increases parental involvement through a diversity of channels. We have a parent resource center accessible to all stakeholders, providing transportation information, free and reduced applications, employment and community information as well as assistance accessing the parent portal enabling parents to easily maintain involvement in their child's education. The school's vision and mission are clearly displayed in the main office as well as throughout the school, including all classrooms. The convergence of technology within our school such as the school website, PTSA news letter and school newspaper are on line so to further maintain community involvement and awareness. The PTSA Executive Board meets on a monthly basis, as well as the EESAC committee which is open to the public, addressing all integral aspects of the school. The use of Edmodo at MBSH is an additional example of technology and supports our efforts in continuing to increase positive communication, community involvement and allows for parents to maintain involvement in their child's academic progress.

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

We continually reach out to the Miami Beach community to build local partnerships for the purpose of securing resources that will support the school and student achievement. The Miami Beach Chamber of Commerce provides funding for teacher grants, as well as offers opportunities for student internships. The City of Miami Beach supports financially the Dual Enrollment Program as well as The International Baccalaureate program at MBSH. The Ed Fund provides monetary support to our City Post Secondary Program allowing for a college club and a college trip for students who otherwise may not be provided the opportunity to visit college campuses. The Ed Fund also provides financial support for asset mapping which allows for school leaders to analyze data to create a curriculum plan for the following school year. Various local businesses including the Loews Hotel provide internship opportunities for our students, again supporting our school and student achievement.

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
Donohue, John	Principal
Barker, James	Assistant Principal
Slatko, Gail	Instructional Coach
Gonzalez, Christopher	Assistant Principal
Lafrance, Bert	Assistant Principal
Larkin, Chandrell	Assistant Principal

Duties

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

The school based leadership team at Miami Beach Senior High is comprised of the principal, four assistant principals and a reading contact. The school's leadership team serves as instructional leaders dedicated to improving school-wide instruction and student learning. This team will facilitate professional development through distributed leadership allowing all staff members to participate. To accomplish this, our team will be collectively responsible for:

- Developing a detailed plan for improving instruction and student learning and communicating this plan to everyone at our school.
- Leading and overseeing the enactment of the plan; providing professional development and supporting teacher learning and doing.
- Helping everyone understand what is desired and why; what is expected and why.
- Monitoring plan enactment; identifying and responding to professional development needs, obstacles and challenges to ensure progress.

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

Miami Beach Senior High has a diversity of data based means which support the problem solving process for the implementation and monitoring of MTSS/RTI, and the effectiveness of this instruction through the implementation of different tiers. G2D is utilized to dig into the school data, and address the effectiveness of instruction and student learning at all levels. The administration meets with the teachers in small groups to review the data, and the teachers have continual data chats with the students to reflect upon the data as well, as the need for additional support for the lowest performing students lead to the creation and implementation of intensive classes in Reading and Math. Tutoring is offered after school as an additional support for all students.

Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based Community Involvement Specialists

(CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Through the EESAC, parents may provide input and review of the School Improvement Plan. Other components that are integrated into the school-wide program include an extensive parental program; supplemental educational services; and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

The services at MBSH that are provided through the District include education materials and ELL district support services to improve the education of immigrant and English Language Learners. MBSH provides Home Language Assistance tutoring through an HLAP tutor during the school day, and provides after-school and Saturday tutoring for ELL students in all core subject areas.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

During 2013-2014 school year, MBSH will continue with the DFYIT program (Drug-Free Youth in Town), the Listeners program and Anti-Bullying lessons for all students through Beach Outreach (Advisory Period).

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

MBSH partners with the Miami Beach Adult Education Center to provide credit recovery options for at-risk students. This partnership enables MBSH to reduce the dropout rate by providing students with options for credit recovery to keep them on schedule towards graduation. High school completion courses are also available to all eligible MBSH students in the evening and summer, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation or grade forgiveness purposes through the adult education program.

Career and Technical Education

MBSH promotes Career Pathways and Programs of Study; students become academy program completers and have a better understanding and appreciation of the postsecondary opportunities. They also plan how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry

Certifications. Readiness for postsecondary education strengthens the integration of academic and career technical components in a coherent sequence of courses. Dual Enrollment courses in hospitality management, economics, and calculus are offered on site.

Job Training

MBSH partners with the City of Miami Beach, local business and arts organizations to provide students with a job skills program that will allow students the opportunity to succeed by learning how to create a resume, how to dress for success, and how to properly prepare and perform during a job interview. Students are able to participate in internships or be hired for after-school jobs in which they simultaneously receive elective credit. All on-the-job training programs are complemented by a work skills class that is taught during the school.

Other

MBSH utilizes Health Connect in Our Schools (HCiOS) and offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
John Donohue	Principal
Carlos Rodriguez	Teacher
Richard Samuels	Education Support Employee
Fernando Bravo	Business/Community
Marina Gallian	Parent
Lucia Baez	Teacher
Mary Uchtman	Teacher
Patricia Haselman	Teacher
Pedro Rivera	Teacher
Pamela Taylor	Teacher
Jill Swartz	Parent
Christopher Gonzalez	Teacher
Orly Garcia	Teacher
Sylvia Carro	Teacher
Deryn Gowdy	Parent
Hawatha Chain	Education Support Employee
Elisheva Rogoff	Parent
Tracy Jackson	Parent
Kayla Reynor	Parent
Shay Weinberg	Student
Angel Arrieta	Student
Lauren Goldberg	Student
Alex Radick	Student
	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

Last year's School improvement plan was reviewed during each monthly SAC meeting. At the end of the 2014-2015 school year the SAC completed a final review and made recommendations for the 2015-2016 school improvement plan.

Development of this school improvement plan

The SAC provided guidance and added valuable information to the school improvement plan based on the 2013-2014 and 2014-2015 assessment data results. The SAC is committed to supporting the student's overall best interest and promoting student success. The SIP plan was approved with consensus by the SAC. The SAC will review the school improvement plan during each monthly meeting.

Preparation of the school's annual budget and plan

The principal reviews the school's annual budget and plan with the SAC. The SAC provides recommendations and suggestions regarding the use of school funds identifying areas that need additional support and discusses strategies to improve the school's overall performance. The funds are allocated to increase student success by supporting the programs, incentives and tutoring.

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

During the 2014-15 school year the SAC allocated funds for the following projects:

\$1300 Graduation cords

\$1600, tutoring, sub coverage

\$3000 Dual Enrollment

\$ 3000 for Hourly Teacher pay , ACT SAT, tutoring, and sub coverage

\$ 3000 Turn it.com

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
Donohue, John	Principal
Larkin, Chandrell	Assistant Principal
Gonzalez, Christopher	Assistant Principal
Taylor, Pamela	Teacher, K-12
Slatko, Gail	Instructional Coach
Barker, James	Assistant Principal
Bowen, Gussie	
duval, nina	Teacher, K-12
Davis-Nelzi, Mary	Teacher, K-12
Melinek, Rosemary	Teacher, K-12
Clarke, Sonja	Guidance Counselor
Lafrance, Bert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

MBSH Literacy Leadership Team disaggregates the student performance data and reviews the previous year's School Improvement Plan. The Committee determines which strategies are the most effective at improving student achievement and brainstorms new strategies to address all sub - groups in a cohesive effort to raise student achievement. As a result of the LLT 's collaboration, the use of technology in the classroom has become a major focus for professional development and consistent integration into the curriculum. Members of the LLT will also participate in the writing of the SIP. The LLT team met during the summer for our annual Summer Institute and developed a comprehensive school wide calendar for all aspects of school operations including school wide

reading strategies focusing on text annotations and identifying valid evidence as well as other close reading techniques. School wide, teachers are focusing on argumentative, text based responses that demonstrate higher level thinking reflective of the increased rigor in the classroom. School wide literacy initiatives continued from prior years include: the use of Reading Plus, ELL strategies, as well as the use of two column notes and SAT vocabulary words of the day, and the school wide writing plan.

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

To encourage positive working relationships between teachers, Miami Beach Senior High participates in professional learning communities, teacher mentorships, and includes professional development during the time required for faculty meetings. Additionally, the English Language Arts, mathematics and reading departments have scheduled common planning periods. During the common planning period teachers work together to develop lesson plans, share best practices and to review student performance data.

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

National Board Certified teachers and Department chairpersons aid in the support and retention of effective teachers. Teachers are recruited through advertising on the school and district's website. New teachers are assigned peer mentors who provide the necessary support which enables retention of highly qualified and effective teachers.

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

New teachers are strategically placed with a Highly Qualified mentor within their department. This strategic placement permits the new teacher to have support not only with classroom management but the course curriculum. The mentor collaborates with the new teacher on lesson planning and becomes a resource for materials and strategies. The new teacher may also observe the mentor teaching and then debrief after the observation. Reciprocally, the mentor teacher may also coach the new teacher during class lessons.

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

Miami Beach Senior High School uses the state adopted textbooks, District issued tablets, moving towards digital convergence, and aligning technology into the curriculum. All content area materials are aligned to Florida's standards. Within the Learning Village, teachers have access to district pacing guides which align instruction to the Florida Standards. The district provides pacing guides inclusive of core and supplemental instructional programs and materials on a diversity of sites. Additionally, teachers utilize CPALMS, Learning Village, and Discovery as well as the Florida Item Specifications to obtain resources, and create exemplary lessons. The literacy departments use Edmodo as a collaborative site to horizontally align curriculum and share best practices.

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

Students who are having difficulty attaining proficient levels on state assessments are placed in intensive reading and/or math classes. After interim assessments, all teachers participate in data chats with the administration to discuss their students' progress in order to better differentiate instruction and offer more focused support where deemed necessary based on the data. For example, in the intensive reading classes, results from the FAIR-FS assessment dictate how instructional groups are organized based on student deficiencies. Interventionists target students with specific needs. Subject area tutors assist students after school and on Saturdays. The school-wide implementation of the Gradual Release of Responsibility model will contribute to our students obtaining a more advanced level on state assessments as they are forced to grapple with more complex text and become higher level thinkers. As well as the continued implementation and integration of the school-wide writing plan into the all class curriculums.

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: After School Program

Minutes added to school year: 5,200

Miami Beach Senior High School offers extended learning time for students after school and on Saturdays. Teachers also provide students with additional instructional opportunities after school with ACT and SAT review classes, as well as on campus Dual Enrollment opportunities during the Spring of 2015. The enriched and accelerated curriculum we offer consists of opportunities to participate in the IB curriculum, AVID curriculum, FLVS as well as a variety AP course offerings. All of the above provide an enriched and accelerated curriculum. All IB students are required to complete a CAS project with a minimum of 150 hours outside of the school day. AP teachers dedicate an average of 20 hours a year towards outside tutoring, ensuring their students have a strong grasp of this enriched curriculum. IB teachers dedicate countless hours towards the reading and the feedback of the Extended Essays. Some of the research based strategies utilized in the classes are Cornell note taking, the use of rubrics, and student developed questions, based on Costa's levels of questioning, and or Webb's Depth of Knowledge.

Strategy Rationale

Students are provided additional enrichment opportunities outside of their normal school day and grade level curriculum.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Donohue, John, pr7201@dadeschools.net

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

Data will be collected for the students who regularly attend Saturday tutoring, and or after school tutoring by monitoring their performance on IB and AP testing as well as in class assessments and rigorous assignments within the class curriculum. AVID data continually reflects a high number of students attending college after graduating from Miami Beach Senior High. AP test scores and passing rates indicate the intensity and rigor of the Advanced Placement classes. The IB program offers an enriched and accelerated curriculum while maintaining the integrity of higher level thinking skills with an increased number of students passing an IB Exam. Interim assessment data is also collected and reviewed to determine the effectiveness of the extended school strategy, solidifying the implementation on a continual basis.

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

Miami Beach Senior High employs a diversity of strategies to support incoming and outgoing cohorts of students as they transition from school levels. Our counselors as well as assistant principals are assigned by grade levels to not only establish, but maintain a progressive and consistent relationship with the students as they transition to each grade level. Each counselor as well as the grade level

assistant principal move through the years with the students, in order to form a rapport and establish consistency throughout their four years. Class orientations are held at the opening of school each year, and often during the summer to welcome students at each grade level and explain the intricacies at the various levels. Our CAP adviser guides students through all of the facets of the college application and financial aid processes, working with students on the applicable information per their respective grade level. Our students are placed homogeneously in College Readiness classes, as well as in 11th and 12th grade Dual Enrollment classes. Advanced Placement classes are offered beginning in 9th grade allowing cohorts of students to move together through the years, supporting one another as they transition from one school level to the next. All of individualized programs also offer support to incoming and outgoing cohorts of students. Our AVID program coordinator conducts interviews over the summer and provides guidance and information throughout each step of this four year program. The IB and Scholars coordinators have informational meetings and open house nights to provide information to incoming students. These students are provided an outline of a specific curriculum as it pertains to the program offerings and requirements. MBSH offers the ACT as well the ASVAB to support students in their post secondary education.

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

MBSH students are required to join an academy their freshman year. Each academy markets their program to the student body through an academy fair, targeting individual students who would be a good fit for that academy. Students continue to meet with their counselors to plan course work, and faculty members in each academy have specialized training in the information pertaining to their academy. The CAP Advisor meets with students by their junior year to plan for post secondary options. The Ed Fund provides financial support to the college club and for the yearly college trip. The implementation of Life GPS will provide another opportunity for teachers to prepare students for all facets of college and career awareness, and to better monitor student's college and career awareness.

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

MBSH offers numerous career and technical programs which are available to all students. The vast majority of the technical education programs we offer students are included in the Academy of Information and Technology. The academy created a flow chart as a visual depiction of the course offerings and how they build upon one another with the ultimate goal of obtaining industry certification for the specified course. A few examples of the courses we offer are as follows: Photoshop, earning Photoshop Industry certification as well as a Merit Seal for the high school diploma when completed through the business class, InDesign, Dreamweaver, Web design certification, Microsoft Office, Microsoft office certification, Flash for Web design certification, Safe pro, for AOHT for Early childhood certification as well as A+ certification for completion of computer networking. There are numerous other course offerings with this academy that lead to industry certification.

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

Technology education programs are integrated into all facets of curriculum to support student achievement. Students are exposed to both InDesign as well as Photoshop. Students utilize Microsoft Word, Excel, and other Microsoft Office programs to produce classwork, projects and multimedia presentations. Premiere Pro is taught in our Digital Design 3 class and integrated into the curriculum primarily through our visual arts program. All 9th and 10th grade students were either issued tablets or required to use their own electronic device for class work. This integration further supports our goal of

increasing student achievement through the integration and utilization of technology into all curriculum classes.

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

Students may be placed in the English for College Readiness course or the Math for College Readiness course based on results from the SAT, ACT, EOC exams and FSA exams. In these courses students are taught a curriculum to enable them to be successful in introductory level courses at the postsecondary level. To further develop students' literacy skills we provide school-wide initiatives including the SAT word of the day and a writing plan that promotes identifying evidence to support claims. The Reading Plus program is a supplemental program teachers assign and monitor. In this web-based, program students develop their silent reading fluency, comprehension and vocabulary levels to match the literacy demands at the post secondary level. PrepWorks is a supplemental math program used to support students in preparation for postsecondary education.

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.** The school's 2015-2016 Content Area Goal, is 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. The school's 2015-2016 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. 1a

G070428

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	35.0
Math Gains	63.0
Math Lowest 25% Gains	68.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	62.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	68.0
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - African American	
Bio I EOC Pass	61.0
CELLA Writing Proficiency	32.0
FAA Mathematics Achievement	78.0
Algebra I EOC Pass Rate	49.0
Geometry EOC Pass Rate	59.0
FAA Reading Proficiency	62.0
CELLA Listening/Speaking Proficiency	49.0
CELLA Reading Proficiency	33.0
Attendance rate	95.2

Resources Available to Support the Goal 2

- Department chairs (DC), department meetings, District professional development, collegial meetings, department PLCs, District Pacing Guides, CPALMS, Learning Village, core textbooks as well as the utilization and integration of student/teacher tablets, Class Zone, Edmodo, common planning, Discovery Learning, NBC Learn

Targeted Barriers to Achieving the Goal 3

- The instructional framework focuses primarily on teacher led instruction.

Plan to Monitor Progress Toward G1. 8

Fall Interim assessment data will be used to monitor the student's progress of student achievement.

Person Responsible

John Donohue

Schedule

On 6/8/2016

Evidence of Completion

lesson plans, student work samples, teacher data chats, classroom and district assessments

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. The school's 2015-2016 Content Area Goal, is to increase student achievement by improving core instruction in all content areas. **1**

 G070428

G1.B1 The instructional framework focuses primarily on teacher led instruction. **2**

 B183449

G1.B1.S1 Across all content areas implement the Gradual Release of Responsibility Model as an instructional framework to support students in content skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly rigorous literacy tasks. **4**

 S195141

Strategy Rationale

At Miami Beach Senior High School the leadership team and teachers identified the Gradual Release of Responsibility Model (GRRM) as a strategy that would best meet the needs of our learning community. The GRRM supports student achievement, student engagement and student accountability.

Action Step 1 **5**

Provide professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.

Person Responsible

Christopher Gonzalez

Schedule

On 6/8/2016

Evidence of Completion

agenda, sign-in sheet, deliverables, Job-embedded professional development trainings

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

Monitor the fidelity and effectiveness of the GRRM primarily focusing on student-centered instruction.

Person Responsible

John Donohue

Schedule

Monthly, from 10/2/1915 to 6/8/2016

Evidence of Completion

Professional development agendas, sign-in sheets, lesson plans, administrative walk-through logs, debriefing notes, teacher lesson plans, student work folders, improvement in student performance per in class assessments

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

Monitor the effectiveness of the GRRM primarily focusing on student-centered instruction.

Person Responsible

John Donohue

Schedule

Weekly, from 10/7/2015 to 6/8/2016

Evidence of Completion

Teacher made lesson plans, administrative walk-through logs and debriefing notes from walk through.

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 professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.	Gonzalez, Christopher	10/7/2015	agenda, sign-In sheet, deliverables, Job-embedded professional development trainings	6/8/2016 one-time
G1.MA1	Fall Interim assessment data will be used to monitor the student's progress of student achievement.	Donohue, John	10/7/2015	lesson plans, student work samples, teacher data chats, classroom and district assessments	6/8/2016 one-time
G1.B1.S1.MA1	Monitor the effectiveness of the GRRM primarily focusing on student-centered instruction.	Donohue, John	10/7/2015	Teacher made lesson plans, administrative walk-through logs and debriefing notes from walk through.	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitor the fidelity and effectiveness of the GRRM primarily focusing on student-centered instruction.	Donohue, John	10/2/1915	Professional development agendas, sign-in sheets, lesson plans, administrative walk-through logs, debriefing notes, teacher lesson plans, student work folders, improvement in student performance per in class assessments	6/8/2016 monthly

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. The school's 2015-2016 Content Area Goal, is to increase student achievement by improving core instruction in all content areas.

G1.B1 The instructional framework focuses primarily on teacher led instruction.

G1.B1.S1 Across all content areas implement the Gradual Release of Responsibility Model as an instructional framework to support students in content skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly rigorous literacy tasks.

PD Opportunity 1

Provide professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.

Facilitator

Pamela Taylor, Orly Garcia, Christopher Gonzalez

Participants

All Instructional Staff

Schedule

On 6/8/2016

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 professional development based on the Gradual Release of Responsibility Model (GRRM) for all content areas.				\$8,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$3,000.00
<i>Notes: after school, AP & IB tutoring</i>						
			District-Wide	School Improvement Funds		\$3,000.00
<i>Notes: Turn it in. com</i>						
			District-Wide	School Improvement Funds		\$2,999.00
<i>Notes: FSA/EOC Incentives</i>						
					Total:	\$8,999.00