

Miami-Dade County Public Schools

# Miami Beach Senior High School



2016-17 Schoolwide Improvement Plan

# Miami Beach Senior High School

2231 PRAIRIE AVE, Miami Beach, FL 33139

<http://miamibeachhigh.dadeschools.net>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	70%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

## School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Miami Beach Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The Mission of Miami Beach Senior High School 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.

##### b. 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.

#### 2. School Environment

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

Student teacher relationships are built during extracurricular activities, including sporting events, numerous teacher sponsored clubs and activities, afterschool tutoring, and during individual data chat conversations. Individualized student teacher data chat forms were developed during the 2016 Summer Institute and will be utilized to review testing information and provide each student with personalized constructive feedback to aid in their individual success. The vast majority of teachers attend and or coach athletic areas and develop positive relationships with the students which aid in student success.

##### b. 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 teachers are present to maintain a safe and respectful environment. The faculty, staff and administration are available to students before and after school as well as during every school day to offer academic support. The cafeteria is open daily for free breakfast to all students. The Media Center opens each morning at 6:45 am allowing students the availability of computers, printers and access to all Media Center materials. . 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.

##### c. 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/Safety Committee meets every third Thursday to review the implementation of the Miami Dade County Public School's Code of Student Conduct. 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. Faculty volunteers as well as the administration welcome students at the front gate on a daily basis and provide students with free school shirts if they are out of dress code and verify they are wearing school identification to promote a safe learning environment. The dress code and discipline policy have been discussed and reviewed at faculty meetings, emailed to faculty and included in Opening of School materials. Updated policies have been distributed and should be prominently posted to reiterate our school's expectations. The expectations regarding the Uniform Policy were discussed and clearly established during our Summer Institute this summer 2016.

**d. 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 as well as assistant Principals are assigned to students 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.

### 3. Early Warning Systems

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

**a. 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/and 2 scores on the English Language Arts and/or mathematics assessments
- Monitoring of students who are in the lowest 25% in ELA and or Math are monitored by teachers and grade level counselors on a quarterly basis.

Each administrator is responsible for monitoring the attendance, suspensions and other EWS areas for their assigned grade level. The counselors additionally are assigned by grade level and support the students and administration in monitoring the EWS indicators for their grade level students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	159	138	187	597
One or more suspensions	0	0	0	0	0	0	0	0	0	18	24	29	5	76
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	166	102	65	365
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	115	143	132	96	486

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	9	13	3	15	40

**c. 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, teachers as well as peer tutors 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. A school wide writing plan is implemented to improve school wide writing scores, district support was requested for math and social studies to aid in with the implementation of strategies and supplemental resources to contribute to student success.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

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

**2. 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 Lunch 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.

**2. 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 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 financially supports the Dual Enrollment Program as well as The International Baccalaureate program at MBSH. The Ed Fund provides monetary support to our City's Post Secondary Programs allowing for a college club and a college trip for students who otherwise may not be provided the opportunity to visit college campuses. The Education 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 community, hence, student achievement.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Torossian, Alfred	Principal
Lafrance, Bert	Assistant Principal
Taylor, Pamela	Assistant Principal
Barker, James	Assistant Principal
Correa-Cespedes, Blanca	Assistant Principal

**b. Duties**

**1. 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, the Athletic Director, Activities Director, Testing Chair, and PD Liaison. 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 teachers in learning and implementing the plan.
- 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.

**2. 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 instruction through the implementation of different tiers. G2D is utilized to dig into the school data, as well as Power BI by the Administrative Team to address the effectiveness of instruction and student learning at all levels. The data was shared and discussed with Department Chairs and Academy Leaders during our summer institute and shared with the faculty on OneNote to enable access and clarity to necessary data. 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 Department Chairs coordinate with appropriate district support and recommend Professional Development opportunities to ensure staff development needs are provided and staff continues to improve their teaching strategies and utilize all available resources. 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 Parent Resource office is available to students and parents for additionally, school, and community support systems and available resource information. The Reading Contact 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 Contact 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  
N/A

Title II

Miami Beach Senior High utilizes the supplemental funds for improving basic education as follows, with the primary focus in funding eight core teachers and, as well as eight teaching supplements. The Secondary School reform Program which incorporates the eight period day requires the additional teaching periods and supplements.

### 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, provides tutoring after-school. MBSH provides a quiet learning environment as well as monitor, and support the tutoring staff.

ELL students attend tutorial sessions and are provided the opportunity to utilize Imagine Learning level 1 and Achieve 3000 levels 2-4. Title III ELA supplemental tutoring is provided by certified teachers in reading writing, mathematics and science. Students are tutored by these certified teachers after school as well as on Saturdays from November 9th 2016-April 6th 2017.

### 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.

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education F

### Violence Prevention Programs

During 2016-2017 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; such as Culinary Arts, the Academy of Hospitality and Tourism, and The Academy of Information Technology. Students become academy program completers and have a better understanding and appreciation of postsecondary opportunities, also planning as to 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, British Literature, Sociology, and Introduction to Education, Pre-Calculus are offered at the school site.

#### Job Training

MBSH partners with the City of Miami Beach, local businesses 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 year.

#### 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
John Donohue	Principal
Richard Samuels	Education Support Employee
Fernando Bravo	Business/Community
Marina Gallian	Parent
Lucia Baez	Teacher
Patricia Haselman	Teacher
Pedro Rivera	Teacher
Jill Swartz	Parent
Sylvia Carro	Teacher
Deryn Gowdy	Parent
Elisheva Rogoff	Parent
Tracy Jackson	Parent
Angel Arrieta	Student
Lauren Goldberg	Student
Alex Radick	Student
Marie Jeannite	Teacher
Jalen Shojgreen	Student
Rita Vega	Student
Hillary Frankel	Parent
David Hession	Teacher
Elisheva Rogoff	Parent
Marina Gallian	Parent
Karen Edelstein	Parent
Tracy Jackson	Parent
Shandese Mott	Education Support Employee
Kayla Rynor	Parent
Pamela Taylor	Teacher

## b. Duties

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

#### a. 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 2015-2016 school year the EESAC completed a final review and made recommendations for the 2016-2017 school improvement plan.

#### b. Development of this school improvement plan

The EESAC will provide guidance and added valuable information to the School Improvement Plan based on the 2014-2015 and 2015-2016 assessment data results. The EESAC is committed to supporting the student's overall best interest and promoting student success. The SIP plan will be

approved with consensus by the EESAC during the planning stages and prior to Publication of the Plan. The EESAC will be privy to the information provided by all stakeholders through all stages of the creation and implementation of the 2016-2017 SIP.

*c. Preparation of the school's annual budget and plan*

The Principal reviews the school's annual budget and plan with the EESAC. The EESAC 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 strategies which will improve student learning, improve test scores and support the Vision and the Mission of the school.

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

During the 2015-16 school year the SAC allocated funds for the following projects:

- \$1902 School Wires
- \$5086 Teacher stipends for Summer Institute
- \$3000 awards and Recognition
- \$3000 Emergency supply fund
- \$3000 Substitutes
- \$2100 Tutoring After School

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Torossian, Alfred	Principal
Taylor, Pamela	Assistant Principal
Barker, James	Assistant Principal
Lafrance, Bert	Assistant Principal
Correa-Cespedes, Blanca	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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. Professional Development opportunities are also discussed during Summer Institute as to how best to meet the needs of our students. School wide, teachers are focusing on text based writing with elaboration and reasoning which demonstrates 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.

## D. Public and Collaborative Teaching

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

### 1. 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. We offer new teachers support through teacher mentorships, MINT Mentors and assigned Buddies. Professional Development as well as monthly Collegial Planning in lieu of an additional faculty meeting serves to provide additional collegial planning time and promotes positive collegial relationships. Additionally, the English Language Arts, Mathematics, Reading, and Biology teachers have recommended scheduled common planning periods. During the recommended common planning period teachers work together to develop lesson plans, share best practices and to review student performance data in order to create and implement rigorous lessons which are impactful and lead to student success.

### 2. 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, as well as through Teacher Match. New teachers are assigned teacher MINT mentors and or "buddies" who provide the necessary support which enables retention of highly qualified and effective teachers. The teachers provide input as to their teaching schedules and the classes they would like to teach in which they are not only certified, but believe they will be most effective.

### 3. 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. Additionally, the department Chairs are experienced teachers and highly qualified in their content area(s) and work often during common planning to support new teachers with strategies, resources and tools to promote student engagement.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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, as well as District mandated materials such as HMH Collections for Language Arts and HMH for Algebra 1, Algebra 2 , Geometry and Intensive Math. We utilize District issued tablets, moving towards digital convergence, and integrating 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 new HMH Collections and HMH are also aligned to District Pacing Guides and FSA curriculum content. 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. The MBSH administrative team has developed a Faculty OneNote in which pertinent materials are readily available to all faculty and aid in the alignment of core instruction.

**b. Instructional Strategies**

**1. 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 do not score at a level 3 (passing score) on State Assessments (FSA ELA) are placed in Intensive Reading and/or Math classes (Algebra 1 EOC). After Mid year Assessments, and Topic test 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. Teachers differentiate instruction and target students with specific needs and different learning styles. 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 in a student centered class. As well as the continued implementation and integration of the School-Wide Writing Plan into the all class curriculums we will offer peer tutoring for math as well as district support strategies and resources to further target our lowest 25%.

**2. 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 (2 days a week) and on Saturdays. Teachers also provide students with additional instructional opportunities after school with ACT and SAT review classes. We offer a diversity of Dual Enrollment courses and will be offering two additional courses through MDC beginning in the Spring of 2016. The enriched and accelerated curriculum we offer consists of opportunities to participate in the IB curriculum, Scholars Academy, FLVS as well as a variety AP and Dual Enrollment 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**

Torossian, Alfred, 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. 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.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

#### **1. 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.

## **b. College and Career Readiness**

### **1. 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 offered an array of academic opportunities. 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 continual and additional implementation of Dual Enrollment classes will provide more opportunities for teachers to prepare students for all facets of college and career awareness, and to proactively prepare student's college and career readiness.

### **2. 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.

### **3. 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.

**4. 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. additionally the use of Khan Academy is suggested trough our SAT/ACT prep Course , in IB inquiry skills and promoted during after school tutoring.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

According to our 2015-2016 school DATA, our area(s) of strength were in higher level class curriculum, with increased scores in Advanced Placement and IB classes. We also made marked improvement in our graduation rate , but this was not reflected on our school date for 2015-16. Our main area of need is math. All EOC areas, inclusive of Algebra1, Geometry and Algebra 2.

### B. 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.

Math teachers have expressed concern with the Pacing Guide for math( Algebra 1, 2 and Geometry) the rate at which the Pacing Guide requires teacher to teach the content is not an ample amount of time for students to adequately learn the material. The order in which the information is taught is also viewed as

detrimental in the the first thing taught in August 2015 appeared on the EOC, but students did not retain this information.

## C. Strategic Goals

## 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 2016-2017 Content Area Goal, is to improve core instruction through the suggested use of the GRRM Model and and the implementation of technology and resources in order to improve student achievement.

## Strategic Goals Detail

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

**G1.** The school's 2016-2017 Content Area Goal, is to improve core instruction through the suggested use of the GRRM Model and and the implementation of technology and resources in order to improve student achievement. 1a

G087638

**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 ELA Achievement	62.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	68.0
AMO Reading - ED	
Bio I EOC Pass	61.0
CELLA Writing Proficiency	32.0
FSA Mathematics Achievement	78.0
Algebra I EOC Pass Rate	49.0
Geometry EOC Pass Rate	59.0
FSA ELA Achievement	62.0
CELLA Listening/Speaking Proficiency	49.0
CELLA Reading Proficiency	33.0
Attendance rate	95.2

**Targeted Barriers to Achieving the Goal** 3

- The instructional framework focuses primarily on teacher led instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

Mid Year and Topic Test assessment data will be used to monitor the student's progress of student achievement, informal and formal assessment data will be signify student achievement.

**Person Responsible**

Alfred Torossian

**Schedule**

Quarterly, from 10/3/2016 to 6/8/2017

**Evidence of Completion**

lesson plans, student work samples, teacher data chats, classroom and district assessments, formal and informal 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 2016-2017 Content Area Goal, is to improve core instruction through the suggested use of the GRRM Model and and the implementation of technology and resources in order to improve student achievement. **1**

 G087638

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

 B232962

**G1.B1.S1** Across all content areas the recommended implementation of 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. We will additionally continue to integrate technology into the curriculum to add rigor and maintain student engagement. **4**

 S245921

### Strategy Rationale

At Miami Beach Senior High School the leadership team and teachers identified the Gradual Release of Responsibility Model (GRRM) as a recommended 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 opportunities and encourage attendance of Professional Developments for teachers all content areas promote student Centered learning and infuse technology strategies to increase rigor and improve core instruction .

#### Person Responsible

Pamela Taylor

#### Schedule

Quarterly, from 10/7/2016 to 6/8/2017

#### 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**

Alfred Torossian

**Schedule**

Monthly, from 10/2/1916 to 6/8/2017

***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 and the integration of technology into the curriculum as to add rigor and maintain student engagement.

**Person Responsible**

Alfred Torossian





**Schedule**

Weekly, from 10/3/2016 to 6/8/2017

***Evidence of Completion***

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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1  M331862	Mid Year and Topic Test assessment data will be used to monitor the student's progress of student...	Torossian, Alfred	10/3/2016	lesson plans, student work samples, teacher data chats, classroom and district assessments, formal and informal assessments.	6/8/2017 quarterly
G1.B1.S1.MA1  M331860	Monitor the effectiveness of the GRRM primarily focusing on student-centered instruction and the...	Torossian, Alfred	10/3/2016	Teacher made lesson plans, administrative walk-through logs and debriefing notes from walk throughs.	6/8/2017 weekly
G1.B1.S1.MA1  M331861	Monitor the fidelity and effectiveness of the GRRM primarily focusing on student-centered...	Torossian, Alfred	10/2/2016	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	6/8/2017 monthly
G1.B1.S1.A1  A318532	Provide professional development opportunities and encourage attendance of Professional...	Taylor, Pamela	10/7/2016	agenda, sign-in sheet, deliverables, job-embedded professional development trainings	6/8/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** The school's 2016-2017 Content Area Goal, is to improve core instruction through the suggested use of the GRRM Model and and the implementation of technology and resources in order to improve student achievement.

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

**G1.B1.S1** Across all content areas the recommended implementation of 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. We will additionally continue to integrate technology into the curriculum to add rigor and maintain student engagement.

### PD Opportunity 1

Provide professional development opportunities and encourage attendance of Professional Developments for teachers all content areas promote student Centered learning and infuse technology strategies to increase rigor and improve core instruction .

#### Facilitator

Pamela Taylor, Patricia Haselmann

#### Participants

All Instructional Staff

#### Schedule

Quarterly, from 10/7/2016 to 6/8/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide professional development opportunities and encourage attendance of Professional Developments for teachers all content areas promote student Centered learning and infuse technology strategies to increase rigor and improve core instruction .				\$8,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	7201 - Miami Beach Senior High School	School Improvement Funds		\$3,000.00
			<i>Notes: after school, AP &amp; IB tutoring</i>			
	6400	310-Professional and Technical Services	7201 - Miami Beach Senior High School	School Improvement Funds		\$3,000.00
			<i>Notes: Professional development opportunities for teachers.</i>			
	6000		7201 - Miami Beach Senior High School	School Improvement Funds		\$2,999.00
			<i>Notes: FSA/EOC Incentives</i>			
					<b>Total:</b>	<b>\$8,999.00</b>