C. G. Bethel High School

2019-20 Schoolwide Improvement Plan

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C. G. Bethel High School

16150 NE 17TH AVE, North Miami Beach, FL 33162

www.cgbethelhs.com

Demographics

Principal: Alejandro Madrigal

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of C.G. Bethel High School is to provide students who have dropped out of school or may be at-risk of dropping out of school with an alternate path to high school graduation. Through an innovative, self-paced, contemporary, and individualized instructional program, this specialized school enhances each student's ability to access and succeed in institutions of higher education, the 21st century workforce and/or military service. The overarching goal of C.G. Bethel H.S. is to not only "Motivate, Educate, and Graduate" its students, but to cultivate lifelong learners who are prepared for life educationally, technologically, economically, and socially.

Provide the school's vision statement.

C.G. Bethel High School is founded on the belief that, given the necessary resources and opportunities, every student has the potential to advance in life through education and to realize his/her dreams of self-sufficiency and success. Students are afforded the opportunity to re-engage in learning via a competency-based alternative high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning. Further, by providing students a high quality, challenging education with rigorous and relevant curricula, students will be equipped to make valuable and productive contributions to the community.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Madrigal, Alejandro	Principal	The School Leadership Team works as a collective group to ensure the safe and efficient operations of C.G.Bethel H.S.. The team meets on a regular basis to analyze data and gathers information to develop the goals and objectives for the current School Improvement Plan. The team ensures that intervention strategies and programs determined to be effective in increasing student achievement are implemented across the school to meet the stated objectives. The roles and responsibilities of the members are further detailed below. Bethel's Principal, Alejandro Madrigal, is an instructional leader who sustains a shared vision for the students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. As the school leader, he oversees school wide safety and efficient operations. He is in constant communication and collaboration with the surrounding community and its stakeholders. The Assistant Principal, Sophie Perez, is an instructional leader who assists and supports all of the principal's initiatives and duties. Her key responsibilities include oversight of student discipline, RtI process, differentiated instruction, state assessments, common planning, and facilities management. She also assists in the design and implementation of a comprehensive progress monitoring system which includes data collection and data analysis. The Instructional Coach,Heather Thompson, collaborates with teachers on differentiated, research based instructional practices. Ms. Thompson and teachers meet weekly during Professional Learning Communities (PLC) to support the design of differentiated instruction for level 1 and 2 reading groups, text based writing, math interventions, and the extended reading hour. She also provides professional development on best instructional practices and classroom coaching in Reading Plus, Edge, and the Collins Writing Approach. She supports the teachers in locating and using instructional materials that support best practices. The Academic Adviser, Dewanna McDuffie, oversees the PBS and mentoring programs. She is the lead team leader on all behavior support, documentation, and referrals. She ensures the Code of Conduct is communicated to students and parents during the orientation

Name	Title	Job Duties and Responsibilities
		process and throughout the year. She assists the school administration with the Parent Involvement and Safe School Plan initiatives. In addition, she provides guidance services to address the social and emotional needs of students.
Mcduffie, Dewana	School Counselor	
Perez, Sophie	Assistant Principal	
Thompson, Heather	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Wednesday 9/11/2019

Prior Year - As Reported

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	5	65	105	221	396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200	330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195	345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220	390

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	72	110	233	420

Prior Year - Updated

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	5	65	105	221	396
One or more suspensions	0	0	0	0	0	0	0	0	0	3	35	92	200	330
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	56	89	195	345
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	68	97	220	390

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	72	110	233	420

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (5)	0 (65)	0 (105)	0 (221)	0 (396)
One or more suspensions	0 (3)	0 (35)	0 (92)	0 (200)	0 (330)
Course failure in ELA or Math	0 (5)	0 (56)	0 (89)	0 (195)	0 (345)
Level 1 on statewide assessment	0 (5)	0 (68)	0 (97)	0 (220)	0 (390)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	17%	55%	-38%	55%	-38%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		17%				
Cohort Comparison						
10	2019	5%	53%	-48%	53%	-48%
	2018	7%	54%	-47%	53%	-46%
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	68%	-54%	67%	-53%
2018	22%	65%	-43%	65%	-43%
Compare		-8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	71%	-55%	70%	-54%
2018	12%	67%	-55%	68%	-56%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	7%	63%	-56%	61%	-54%
2018	0%	59%	-59%	62%	-62%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	2%	54%	-52%	57%	-55%
2018	2%	54%	-52%	56%	-54%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										11	
ELL	8							6		9	
BLK	8	25					14	12		12	
HSP	21							23		8	
WHT										6	
FRL	30									11	8
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	119
Total Components for the Federal Index	9
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	9
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	6
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students did not meet the target goal of 50 points in ELA to earn the required points on the School Improvement Rating. No it is not a trend, in the years prior our students performed better in Math than

in
ELA.

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

Our school Improvement rating indicated that we had increases in both Math and ELA

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In comparison of other schools similar to ours on State's School Improvement Rating system showed that we are on mean when it relates to the rating system. C.G. Bethel High School has earned a maintaining the past two school years and a Commendable last year.

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

Students showed the most improvement in Math. Yes it is a trend we have seen steady
growth in Math by focusing on the RTI process. We have Identified student deficiencies and grouped students accordingly, and provided direct instruction classes to all students needing to meet proficiency
in the FSA Algebra I assessment

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One of the concerns we have is the phasing out the PERT as a concordinate score for our students.

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

1. Enrollment
2. Attendance
3. Retention
4. Direct Instruction
5. Differentiated Instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	C.G. Bethel High School will increase the daily student attendance.
Rationale	The unique student body at C.G. Bethel High School encounters many obstacles that hinder their ability to attend school on a daily basis. However, school data has indicated that students with daily attendance percentages that are above 70% have increased the probability of earning their High School Diploma and completing courses that would bring them back up to date with their Co-Hort.
State the measurable outcome the school plans to achieve	Increased attendance will lead to improved student performance. Close monitoring of attendance and communication with the student's home should increase parental awareness of students' attendance. Daily phone contacts encourage students to attend school. Home visits helps the school become more involved with the family and provide support as needed.
Person responsible for monitoring outcome	Alejandro Madrigal (amadrigal2@dadeschools.net)
Evidence-based Strategy	The goal is for the school to achieve 70% or better daily percentage rate for the school year.
Rationale for Evidence-based Strategy	An increase in student attendance, decrease in tardies, increased student participation in their academics to improve their skills and increase their state assessment levels and scores on the concordant tests for reading and math

Action Step	
Description	Hired a truancy officer that oversees and monitors student attendance. Actively participate in Miami-Dade Schools Truancy Intervention Plan. Homeroom teachers are required to call parents after every absence. Students with excessive absences will be placed on an attendance contract, that would require them to meet attendance goals. Based on the Attendance SOP,C.G. Bethel H.S. will monitor students daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. Parentlink will be used to contact students who miss school on a daily basis. Phone calls will be made as well by staff on a daily basis and logged to monitor attendance. Students will actively participate in the mentoring program at the school. The school

provides life skills and
academic mentoring multiple times a month in order to improve the skills of the students
and encourage successful development to become productive citizens. Mentoring focuses
on the students needs and includes data chats, ACT/SAT registration, reading/writing/
research, and involves community partners and experiences that would not have been
available to them outside of the school.
Students will attend Direct Instruction for Reading and Math to increase their skill level,
confidence, and ability.

1. Weekly monitoring of student attendance
2. Survey students to determine if efforts are effective
3. Successful implementation will increase attendance rate
4. Unsuccessful implementation will not increase attendance and RTI team and Leadership
team will work together to outline a new plan

Person Responsible   Alejandro Madrigal (amadrigal2@dadeschools.net)

#2	
Title	Increase student achievement by improving core instruction in all content areas.
Rationale	Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each students skills in order to increase proficiency.

State the measurable outcome the school plans to achieve	By focusing on the benchmarks from the assessments, students increase their knowledge on tested areas to help increase performance and skills. Classroom teacher ability to work with students 1-to-1 and in small groups will increase skill knowledge, student motivation, engagement, and confidence. Implementation of supplemental programs provides students more instructional opportunities both at the school and at home to increase skill building and proficiency.
Person responsible for monitoring outcome	Sophie Perez (sperez@mavericksineducation.com)
Evidence-based Strategy	A focused instructional team that is informed through data, and routinized in developing strategic plans for improving achievement. With the increased instructional time for students that have not earned a proficient score level on state assessments or a concordant score on the SAT, ACT, or PERT, the school hopes to see increased scores for these students on the state assessments. The school will be satisfied with students that increase through the levels (level 1 low-mid-high, level 2low-high for FSA ELA and Math), to level 3 proficiency status, or earning a concordant score in Reading/Math on the SAT/ACT/PERT.
Rationale for Evidence-based Strategy	Implementing a cycle of improvement, encourage teacher input in the decision making process. Provide Professional development opportunities for ELA, Reading, and Math Teachers in area of data analysis and interpretation, in order to Identify student deficiencies and group students accordingly. Students will participate in orientation on how to effectively utilize the supplemental programs (Reading Plus, Math Nation, &Edge) understanding program produced reports, and program interactions. All students that have not reached proficiency status in Reading and Math (Algebra 1) will attend direct instruction programs

in
the required subject area(s) of deficiency.

Action Step	
Description	Increase student engagement and achievement in all core courses. In order to monitor effectiveness, the school will collect and review all district and state testing data available for students and base previous school year results against current school year results (when available) to determine growth, maintenance, or decline. Review course completions and E courseware work for students enrolled in Intensive Reading and Algebra 1 courses. Review classroom walk-through to determine use of PD knowledge in classroom instruction.
Person Responsible	Sophie Perez (sperez@mavericksineducation.com)

#3	
Title	C.G. Bethel High School will increase the number of parents that take an active role in the academic and social progress of their students.
Rationale	Parental involvement is essential for student success. Therefore it is of the utmost importance to increase the level of involvement to maximize our students chances to excel in school.
State the measurable outcome the school plans to achieve	Increase the level of Parental involvement.See increased parent participation in their child's education by participating in parent-teacher conferences, parent-administrator conferences, and school events.
Person responsible for monitoring outcome	Dewana Mcduffie (dmcduffie@cgbethelhs.com)
Evidence-based Strategy	Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school. Provide flexible scheduling so parents are able to visit the campus at their convenience. Maintain an open door policy so parents feel comfortable and welcomed to visit the campus. Invite parents to on campus events so parents feel like they are part of the school community.
Rationale for Evidence-based Strategy	Maintain an informative social media campaign that provides information on events and happenings at the school. Staff will contact the parents of students who are absent daily and who also miss 3, 5, & 10 consecutive days of school. During parental involvement events and parent conferences, the school will request that the parents review their contact information system from Maestro and update and contact information (phone number, address, etc.).
Action Step	
Description	Parental Involvement activity sign in sheets 1. Staff meetings 2. Data chats 3. Parent/student surveys 4. EESAC Documentation of parent conferences with teacher and administrators. Sign in sheets of parent participation in school events or activities.
Person Responsible	Dewana Mcduffie (dmcduffie@cgbethelhs.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).