

Miami-Dade County Public Schools

C. G. Bethel High School



2021-22 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: 8/19/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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.

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)	2020-21 Title I School	2020-21 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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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire students to reach their academic potential, strengthen their resiliency, and resolve to succeed. To develop the strong work ethic and strength of character that will enable them to graduate from high school with the preparation, and confidence required to succeed in today's global economy. Ultimately, we aim to build self-sufficiency in our students.

Provide the school's vision statement.

To provide students a relevant education in a safe learning environment where every student has an opportunity to achieve their individual educational goals. Our focus is on the 4 E's: Enrollment, Education, Enlistment, and Employment.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Madrigal, Alejandro	Principal	The 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.
Mcduffie, Dewana	School Counselor	Oversees student schedules and mentoring programs. She is the team leader on all behavioral support, documentation, and referrals. She ensures the Student Code of Conduct is communicated to students and parents during the orientation 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.
Thompson, Heather	Instructional Coach	Collaborates with teachers on research-based instructional practices. Ms. Thompson and teachers meet weekly to support the design of interventions for levels 1 and 2 in reading and math intervention groups. She also provides professional development on best instructional practices and classroom coaching on Reading Plus, Edge, and Paths to College & Career. She supports the teachers in locating and using instructional materials that support best practices.

Demographic Information

Principal start date

Thursday 8/19/2021, Alejandro Madrigal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

254

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems****2021-22**

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	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	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	

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	38	69	179	290
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	36	67	177	284
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	28	52	162	244
Course failure in Math	0	0	0	0	0	0	0	0	0	1	25	41	115	182
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	4	35	62	50	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	36	57	46	139

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	4	36	67	70	177

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	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	38	69	179	290
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	36	67	177	284
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	28	52	162	244
Course failure in Math	0	0	0	0	0	0	0	0	0	1	25	41	115	182
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	4	35	62	50	151
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	36	57	46	139

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	4	36	67	70	177

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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	17%	55%	-38%	55%	-38%
Cohort Comparison						
10	2021					
	2019	5%	53%	-48%	53%	-48%
Cohort Comparison		-17%				

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
2021					
2019	14%	68%	-54%	67%	-53%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	71%	-55%	70%	-54%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	7%	63%	-56%	61%	-54%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	2%	54%	-52%	57%	-55%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teacher will monitor student progress through the school's eschoolware platform and assessment data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD										38	
ELL										26	17
BLK	19	30								35	14
HSP										25	
WHT										18	

2021 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 2019-20	C & C Accel 2019-20
FRL	17				20					31	8
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	17
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	
Total Points Earned for the Federal Index	119
Total Components for the Federal Index	7
Percent Tested	42%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	14
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	20
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	13
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	18
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	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students showed improvement in English Language Arts. Yes, it is a trend we have seen steady growth in ELA 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 ELA assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

A minimum of 50% of students at all grade levels (9-12) will demonstrate learning gains on the FSA ELA (first-time test takers, retakers, and alternate assessment takers in high school) during the 2020-2021 school year. There will be an increase of 2 percentage points from the previous year. FSA ELA (grade 10 first timers); FSA ELA Retake Exams; SAT, ACT

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A minimum of 60% of students at all grade levels (9-12) will increase their reading proficiency by at least one grade level as measured by a comparison of the fall baseline reading assessment (using Reading Plus or a similar program) and the spring reading assessment. There will be an increase of three percentage points each year so that 72% of students are making an increase of one grade level in reading by Year 5.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

A critical component of the school's educational program is the provision of "direct instruction" (DI) for students (in conjunction with computer-based instruction). The student population served by C. G. Bethel have tremendous academic deficiencies which require one-on-one and small group teacher-led instruction. This year, the school will expand its DI offerings in mathematics by providing additional DI sessions in Algebra 1 and Geometry. Also, the leadership team will increase its level of progress monitoring in the area of mathematics by administering the Math Benchmark Assessment three times per year and using the data to make instructional decisions and track individual student progress throughout the year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

After analysis, students are grouped according to benchmark deficiencies. Students are then required to attend direct instruction classes as well as an additional hour of reading instruction above and

beyond their regular schedule. The additional hour reading block during each session is also used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments.

What strategies will need to be implemented in order to accelerate learning?

Increased instructional time with students building foundation skills in reading (direct instruction program) will help increase each student's skills in order to increase proficiency. 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 provide students more instructional opportunities both at the school and at home to increase skill building and proficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

C.G.Bethel High School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of its students. Within the first weeks of enrollment to the school, students are given baseline assessments in English Language Arts and Math.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

After analysis, students are grouped according to benchmark deficiencies. Students are then required to attend direct instruction classes as well as an additional hour of reading instruction above and beyond their regular schedule. The additional hour reading block during each session is also used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Students demonstrate Learning Gains for FSA ELA in one of the following ways:</p> <ol style="list-style-type: none"> 1. All eligible students who have current and prior year scores who improve from the prior year by at least one level. (Level 1 to 2, 2 to 3, 3 to 4, or 4 to 5). 2. All eligible students who maintain Achievement Level 5. 3. All eligible students who take a FSA EOC assessment and remain at Achievement Level 3 or Level 4 from one year to the next. 4. All eligible students whose scores remain at Level 3 or remain at Level 4 from one year to the next who improve their score by at least one (1) point. 5. All eligible students who scored at Levels 1 or 2 in the prior year who advance from one subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year. 6. Students who earn the applicable ELA concordant score or higher; students will be added to the test and gain numerators and denominators.
Measurable Outcome:	<p>A minimum of 50% of students at all grade levels (9-12) will demonstrate learning gains on the FSA ELA (first-time test takers, retakers, and alternate assessment takers in high school) during the 2020-2021 school year. There will be an increase of 2 percentage points from the previous year. FSA ELA (grade 10 first timers); FSA ELA Retake Exams; SAT, ACT</p>
Monitoring:	<p>We will compare and analyze student data from benchmark assessments and state assessment to gauge progress.</p>
Person responsible for monitoring outcome:	<p>Heather Thompson (hthompson@cgbethelhs.com)</p>
Evidence-based Strategy:	<p>The data provided from these assessments is used to develop individual learning plans based on specific needs. Students then meet with the Reading Coach, Guidance Counselor, and Classroom Teachers to participate in a data chat where they are informed about their levels of proficiency in literacy (Reading and Writing)</p>
Rationale for Evidence-based Strategy:	<p>After analysis, students are grouped according to benchmark deficiencies. Students are then required to attend direct instruction classes as well as an additional hour of reading instruction above and beyond their regular schedule. The additional hour reading block during each session is also used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments.</p>

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Students demonstrate Learning Gains for FSA Mathematics EOC to EOC in one of the following ways:</p> <p>Increase one or more achievement levels.</p> <p>Increase at least one subcategory if maintaining an Achievement Level 1 or 2.</p> <p>Maintain an Achievement Level 3, 4, or 5.</p> <p>Students who earn the applicable mathematics comparative score or higher; students will be added to test and gain numerators and denominators.</p>
Measurable Outcome:	<p>A minimum of 50% of students will demonstrate learning gains on the FSA Algebra 1 EOC (first-time test takers and retakers) during the 2020-2021 school year. There will be an increase of two percentage points this school year.</p>
Monitoring:	<p>This year, the school will expand its DI offerings in mathematics by providing additional DI sessions in Algebra 1 and Geometry. Also, the leadership team will increase its level of progress monitoring in the area of mathematics by administering the Math Benchmark Assessment three times per year and using the data to make instructional decisions and track individual student progress throughout the year.</p>
Person responsible for monitoring outcome:	<p>Angeles Boniche (aboniche@cgbethelhs.com)</p>
Evidence-based Strategy:	<p>We will compare and analyze student data from benchmark assessments and state assessment to gauge progress.</p>
Rationale for Evidence-based Strategy:	<p>Eschoolware</p> <p>Our core curriculum, delivering instruction through a digital platform for students grades 9-12. The virtual program offers over 150 courses, and project-based learning experiences that take the students through the learning process.</p>

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	School data indicates that students with daily attendance percentages that are above 70% have increased probability of completing courses, which ultimately brings them back up to date with their cohort, leading them to earn their High School Diplomas. The unique student body at C.G. Bethel High School encounters many obstacles that hinder their ability to attend school on a daily basis. As such, great emphasis is put on student attendance at C.G. Bethel High School.
Measurable Outcome:	The school will achieve at least 70% daily attendance rate for the 2021-22 school year.
Monitoring:	Our school's truancy officer Mr. Torriano Brooks will oversee and monitor student attendance. C.G. Bethel High School will actively participate in Miami-Dade Schools Truancy Intervention Plan.
Person responsible for monitoring outcome:	Alejandro Madrigal (amadrigal2@dadeschools.net)
Evidence-based Strategy:	<p>The school leadership will have access to a dashboard that will allow them to monitor students attendance trends. The effectiveness of the plan will be determine by the outcome of student and school daily attendance percentages. If a student becomes truant, the school will arrange a truancy meeting with the parent/guardian to discuss a plan of supports. The school will monitor the contact logs and the student information systems (Maestro & DSIS) for updated information as well as randomly verifying student phone numbers and addresses to increase the accuracy of our students' contact information. If student attendance rates do not improve, the Rtl and Leadership Teams will work together to modify or create a new plan.</p> <p>Student attendance directly impacts student learning. Therefore our emphasis will be to follow the plan list below:</p> <p>Homeroom teachers are required to call parents after three consecutive absences. 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 High School will monitor students' daily attendance as well as focus on students that have 3, 5, & 10 days of consecutive absences. ParentLink, the school's automated message delivery system, will be used to contact students who miss school on a daily basis. Phone calls will also be made by faculty and staff on a daily basis and logged to monitor attendance.</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We will document any and all incidents through district system and SESIR

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school provides a positive environment by ensuring that all student needs are met. We have incorporated the Edisonlearning Achievement Framework that includes nine core values that lead towards a positive school culture. The framework consist of five domains. They are leading achievement, learning culture, learning and teaching, data for achievement, and supporting students. Our goal is that we optimize all our resources and embed processes and systems that will increase student success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Principal 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 the school culture. He is in constant communication and collaboration stakeholders.

The Guidance Counselor is the team leader on all behavioral support, documentation, and referrals. She ensures the Student Code of Conduct is communicated to students and parents during the orientation 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$3,000.00