

Miami-Dade County Public Schools

Miami Beach Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Beach Senior High School

2231 PRAIRIE AVE, Miami Beach, FL 33139

<http://miamibeachhigh.dadeschools.net>

Demographics

Principal: Alfred Torossian V

Start Date for this Principal: 12/18/2020

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)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (52%) 2016-17: C (51%)
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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2231 PRAIRIE AVE, Miami Beach, FL 33139

<http://miamibeachhigh.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">61%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">74%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>	<p>2019-20</p>	<p>2018-19</p>	<p>2017-18</p>
<p>Grade</p>		<p>B</p>	<p>B</p>	<p>C</p>

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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. 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.

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

Provide the school's vision statement.

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

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
Torossian, Alfred	Principal	<p>School site instructional leader responsible for the organizational management of educational resources and support services available in the delivery of the best academic and school culture programs aligned with the school improvement process, as well as coordinating the implementation, review, and revision of those programs at the school-site level.</p> <ul style="list-style-type: none"> * Development and implementation of district and school-wide policies and programs * Establish educational goals for the school based on school data * Maintain school budgeting and fiscal accounting
Echemendia, Julio	Assistant Principal	<p>Assist the Principal with leadership, direction, supervision, operations and accountability at the school-site.</p> <ul style="list-style-type: none"> * Monitoring implementation of instructional strategies in classrooms and grade level/content area meetings in accordance with the school improvement plan. * Implement and monitor school-wide behavioral expectations and policies including overseeing truancy interventions, and Early Warning Indicators , i.e - attendance, discipline referrals, lack of academic forward progress * Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues * Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols. * Collect and analyze student assessment data.
Sakowicz, Gussie	Graduation Coach	<p>Provide assistance to all high school students, individually and in cohorts, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning. Works to improve graduation rates for all population subgroups within the school.</p>
Lemas, Rosa	School Counselor	<p>Provides comprehensive guidance and counseling designed to address the social, emotional, educational and occupational needs of all students.</p> <p>To guide and counsel individuals and groups of students through the development of educational and career plans.</p>
Finch, I'Tita	Assistant Principal	<p>Assist the Principal with leadership, direction, supervision, operations and accountability at the school-site.</p> <ul style="list-style-type: none"> * Monitoring implementation of instructional strategies in classrooms and

Name	Position Title	Job Duties and Responsibilities
		<p>grade level/content area meetings in accordance with the school improvement plan.</p> <ul style="list-style-type: none"> * Implement and monitor school-wide behavioral expectations and policies including overseeing truancy interventions, and Early Warning Indicators, i.e - attendance, discipline referrals, lack of academic forward progress * Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues * Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols. * Collect and analyze student assessment data.
Buttacavoli, Sofia	Assistant Principal	<p>Assist the Principal with leadership, direction, supervision, operations and accountability at the school-site.</p> <ul style="list-style-type: none"> * Monitoring implementation of instructional strategies in classrooms and grade level/content area meetings in accordance with the school improvement plan. * Implement and monitor school-wide behavioral expectations and policies including overseeing truancy interventions, and Early Warning Indicators, i.e - attendance, discipline referrals, lack of academic forward progress * Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues * Address building management concerns by working with the custodial staff, office staff, teachers and District staff including implementing school-wide safety and emergency protocols. * Collect and analyze student assessment data.

Demographic Information

Principal start date

Friday 12/18/2020, Alfred Torossian V

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.*

36

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.*

46

Total number of teacher positions allocated to the school

111

Total number of students enrolled at the school

2,294

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

7

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	534	572	585	602	2293
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	133	216	227	226	802
One or more suspensions	0	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	19	75	99	101	294
Course failure in Math	0	0	0	0	0	0	0	0	0	0	21	173	100	100	394
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	78	113	99	135	425
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	73	95	123	172	463
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	212	0	0	0	212

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	81	203	196	212	692

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	1	3	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	7	2	12

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	633	658	639	543	2473
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	222	232	228	228	910
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	76	100	102	14	292
Course failure in Math	0	0	0	0	0	0	0	0	0	0	177	102	101	15	395
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	115	100	137	129	481
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	96	124	173	168	561

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	210	199	212	157	778

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	1	3	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	0	7	17

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				58%	59%	56%	56%	59%	56%
ELA Learning Gains				47%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				36%	48%	42%	35%	51%	44%
Math Achievement				38%	54%	51%	36%	51%	51%
Math Learning Gains				41%	52%	48%	35%	50%	48%
Math Lowest 25th Percentile				42%	51%	45%	35%	51%	45%
Science Achievement				54%	68%	68%	57%	65%	67%
Social Studies Achievement				79%	76%	73%	76%	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	55%	55%	0%	55%	0%
Cohort Comparison						
10	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison		-55%				

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	49%	68%	-19%	67%	-18%
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	78%	71%	7%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	54%	-12%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

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

Florida Statewide assessment data attained from the State of Florida, Department of State to ensure accuracy, in addition to school-wide data collected via SIP dashboard as it pertains to students tested.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	61%	
	Economically Disadvantaged		50%	
	Students With Disabilities		47%	
	English Language Learners		8%	
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	11%	41%	
	Economically Disadvantaged		37%	
	Students With Disabilities		21%	
	English Language Learners		40%	
		Number/% Proficiency	Fall	Winter
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%	48%	
	Economically Disadvantaged		43%	
	Students With Disabilities		32%	
	English Language Learners		9%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	39%	
	Economically Disadvantaged		37%	
	Students With Disabilities		22%	
	English Language Learners		26%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	52%	4%	
	Economically Disadvantaged		3%	
	Students With Disabilities		0%	
	English Language Learners		4%	
	Number/% Proficiency	Fall	Winter	Spring
US History	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	65%	62%	62%
			52%	35%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
Biology	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			

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	22	29	18	11	18	18	23	50		90	24
ELL	14	31	29	9	9	11	33	34		82	64
ASN	75	56						73			
BLK	33	35		9	20			88		100	33
HSP	42	34	26	19	13	15	49	58		88	64

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
WHT	74	43	38	36	17	25	70	82		94	78
FRL	39	32	28	15	12	17	48	58		89	60
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	29	36	31	20	27	20	30	44		88	21
ELL	26	42	41	25	37	39	35	55		69	57
ASN	83	52		58	58					90	
BLK	39	39	27	23	34	50	35	63		91	33
HSP	50	44	36	37	40	41	52	76		82	55
WHT	78	56	46	46	43	45	65	89		91	65
FRL	49	44	34	33	38	40	48	77		82	50
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
SWD	27	37	32	6	42	53	13	56		78	29
ELL	18	34	35	27	33	34	36	49		52	77
ASN	85	92						100		90	
BLK	31	27	12	21	38	36	41	80		80	39
HSP	49	47	34	32	32	34	52	71		75	63
WHT	75	66	46	54	47	44	72	85		90	65
FRL	48	46	34	31	33	35	52	71		73	56

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	11
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
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	32
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	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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?

The following trends are evident across grade levels, subgroups and core content areas when analyzing three-year trend data and 2018 state assessment data in comparison to 2019 and 2020 state assessment data.

Attendance three-year trend data had been neutral 2017 - 2020 at 38%. 2020 - 2021 showed a 8 percentage point increase at 46% with students having 10 or more absences. 37% of the 9th and 10th grade students had 10 or more absences in 2020-2021. ELA Achievement three-year trend data has been neutral, not exceeding a variant of 10 percentage points. However, ELA learning gains and ELA L25 both decreased 10 percentage points in 2020-2021. 2021 Math Proficiency dropped 15 percentage points from 38% to 23%. Math learning gains dropped 27 percentage points from 41% to 14%.

Notably SWD Graduation rate has been on a two-year incline. Graduation rate increased in all subgroups of students in 2021, although Acceleration is on a three-year trend decline. College& Career and Acceleration decreased in all subgroups, except white students where the data remained neutral at 65% .

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

2021 data findings demonstrate the greatest need for improvement in Math and English proficiency for students in the Lowest 25th Percentile, and learning gains for all subgroup of students.

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

Three-year trend data, 2019 disaggregated data, and 2021 overall data findings:

Data-driven instruction, Synchronous Instruction, and Technology Integration implemented in daily instruction, were all limited due to extenuating circumstances caused by the pandemic, teacher retention issues, and changes in school-site leadership. An inability to execute academic programs, interventions and differentiation with fidelity impacted the aforementioned data components.

Action Steps for Improvement, include but are not limited to; Meaningful collaborative planning, cross-content curricular planning, implementation of differentiated instruction in daily instruction, school-wide implementation of SWD and ELL daily use of instructional strategies, job-embedded professional learning opportunities, increased technology integration in the classroom using - SAMR Model (Substitution, Augmentation, Modification, Redefinition), provide extended learning opportunities to all students.

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

State assessment 2019 data findings compared to State assessment 2018 data showed the most improvement in; US History achievement data is 78%. This is a 7 percentage point increase from 2018. ELA achievement data at 53%, this is a 5-percentage point increase from 2018. Math learning gains is 41%. This is a 6 percentage point increase from 2018. Staff attendance 5+ absences is 25%. This is a 9 percentage point decrease from 2018

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

Contributing factors to improvement include, but are not limited to; Emergent use of differentiated instruction, data-driven instruction, emergent job-embedded professional development, increased staff moral through school culture initiatives.

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

Action steps to accelerate learning includes, but is not limited to; Meaningful collaborative planning, cross-content curricular planning, tier II school-wide support using differentiated instruction with fidelity, school-wide implementation of SWD and ELL daily use of instructional strategies, quarterly job-embedded professional learning opportunities, Increased technology integration in the classroom using - SAMR Model (Substitution, Augmentation, modification, Redefinition), provide students with extended learning opportunities i.e. - afterschool tutoring, Language Lab, increase data chats; student data chats, teacher-admin data chats, and school-wide data chats and Data-driven instruction.

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.

The following Professional Development and Job-embedded professional learning experiences will be provided to support school leaders. Performance Matters, Power BI and any data platforms available for teachers use to facilitate data-driven instruction, SAMR, Differentiated Instruction for all students at all achievement levels, IPEGS, and Planning Powerful Lessons.

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

Additional Services, which will be provided to sustain school improvement include. Extended learning opportunities, Social Emotional Learning; academic and school culture initiatives, Supplemental tutoring for ELL students, Tier II support school-wide via daily instructional practices of small group instruction with use of differentiated instruction, Extensive progress monitoring of the following subgroups: L25, ELL, SWD, Students with 1+ EWI.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated large decreases in learning gains and proficiency of L25 students in Math and English Language Arts. Through use of DI we will improve our ability to differentiate instruction based on the achievement levels of our students. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content to make learning gains and move towards proficiency.
Measurable Outcome:	Successful implementation of Differentiation, will lead to a 5 percentage point increase in students within the L25 percentile when comparing 2021 data to 2022 state assessment. ELA FSA will see an increase from 27% Learning Gains in L25 to 32% Learning Gains in L25 as evidenced by the 2022 state assessment. Math EOC will see an increase from 17% Learning Gains in L25 to 22% L25 as evidenced by 2022 state assessment.
Monitoring:	The Leadership Team will conduct classroom walk throughs and Lesson Plan reviews for evidence of differentiation for L25 students. Data will be utilized to determine the effectiveness of lesson planning and instructional delivery as it relates to DI. Conducting classroom walkthroughs with fidelity will provide Administration with powerful data to drive professional development and training.
Person responsible for monitoring outcome:	Alfred Torossian (pr7201@dadeschools.net)
Evidence-based Strategy:	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	Data-Driven instruction will assist in accelerating the learning gains of our L25s. Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

- 8/23/21-10/11/21
Provide a refresher training to teachers focusing on Performance Matters and Power BI data reports available for their use
Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)
- 9/7/21-10/18/21
Conduct Administrator/Teacher data chats to help identify areas of strength and areas requiring additional reinforcement.
Person Responsible I'Tita Finch (ifinch@dadeschools.net)
- 9/7/21-10/18/21
Conduct Teacher/Student data chats utilized to inform students of their progress towards standards proficiency from one assessment to the next.

Person Responsible Katora Mobley (kmobley@dadeschools.net)

9/7/21-10/18/21

Create school-wide data goal boards

Person Responsible Gussie Sakowicz (gussie@dadeschools.net)

11/15/21 - 11/19/21

2Q Internal Impact Review

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

11/15/21- 12/18/21

L2L - Peer Observation mini-sessions. Master teachers will be identified. Once identified teachers who have been identified as needing growth in a target area, will be provided job-embedded opportunities to observe instruction in action by a Master teacher within the building.

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

1/31/22-4/29/22

Provide daily intervention based on MYA data and identified strands and benchmarks (Teachers are responsible for in-class intervention)

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

1/31/22-4/29/22

Continue to conduct Teacher/Student data chats utilized to inform students of their progress towards standards proficiency from one assessment to the next (Teachers are responsible for in-class intervention)

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Math. We selected the overarching area of Math based on our three year trend data of math achievement inclusive of Geometry and Algebra 1. 2021 data reflects Math proficiency decreased 15 percentage points 38% to 23%. Math learning gains decreased 27 percentage points 41% to 14%. Math proficiency of L25 decreased 25 percentage points 42% to 17% .Through strategic planning in our math courses we will provide the scaffolding necessary for all subgroups of students to move towards proficiency.

Measurable Outcome: A focus on Math instructional strategies will result in a 5 percentage point increase in Math EOC data as evidenced by the 2022 State Assessments from 23% to 28% when compared to 2021 Power Bi and state assessment achievement data.

Monitoring: Administration will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. The Administrator who oversees the Math department will facilitate departmental data-chats as a way to progress monitor topic assessments.

Person responsible for monitoring outcome: Julio Echemendia (jechemendia@dadeschools.net)

Evidence-based Strategy: Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group and closing activity that promotes bell to bell instruction.

Rationale for Evidence-based Strategy: The use of instructional frameworks, will ensure differentiation is occurring, while creating student-centered learning, that maximizes instructional time. Instructional frameworks also intrinsically provide opportunities for small group teaching which will benefit all subgroups of students.

Action Steps to Implement

9/7/21-10/18/21
Create model Instructional Framework within in Algebra 1 and Geometry content area classes.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

9/7/21-10/18/21
Facilitate PD modeling how to implement and use an Instructional framework at Math Department Meetings and team meetings.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

Set expectations for teachers by sharing School Improvement Plan, facilitating and creating opportunities for job-embedded professional learning opportunities focused on successful use Instructional Frameworks. Begin informal observations. Provide critical feedback within 48hrs.

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

9/7/21-10/18/21
Facilitate coaching cycles to provide modeling and explicit feedback on implementation across all content

areas. Department Head and Master Teachers will assist in facilitating these job-embedded learning experiences.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

11/1/21 - 12/18/21

DI grouping in Algebra 1 and Geometry classes in preparation for small group intensive instruction

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

1/3/22 -1/21/22

MYA Data Reviews - Teacher Student and Student Administrator

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

1/31/22 - 4/29/22

Continue to model use of Instructional Framework within in Algebra 1 and Geometry content area classes

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

1/31/22 - 4/29/22

Facilitate coaching cycles to provide modeling and explicit feedback on implementation across all content areas

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey, and review of the Core Leadership Competencies, we will use the Targeted Element of Managing Accountability Systems. With several new personnel members on the Leadership Team, as well as transitioning back to in-person there is a need to put new systems and processes in place, as well as progress-monitoring plans to ensure efficiency.

Measurable Outcome: If we successfully implement the Targeted Element of Managing Accountability Systems, our operations processes should see a qualitative increase in efficiency as evidenced by completion rates, accuracy in task completion, improved bridge of communication to stakeholders. An increase in accountability will result in an overall increase in school climate as will be evidenced on the 2022 school climate surveys. The following stakeholders will be impacted by improved systems; Community stakeholders, School Safety, Clerical processes, Communication processes, Activities, Testing, Student Services, Attendance Services, Administration. We will see a a 23% percentage point increase from 33% to 50% on teachers belief that Administrators solve problems effectively.

Monitoring: The Administrative, and Student Services team will identify systems and process which are effective, in need of improvement or are no longer effective. Upon review of those systems, adjustments will be made and implemented. Review of systems include, but are not limited to climate surveys, council meetings, team and department meetings, EESAC meetings, and talk box. New policies and procedures will be disseminated to appropriate stakeholders. All systems will be reviewed quarterly by Administration and Student Services to progress monitor effectiveness and implement any needed changes.

Person responsible for monitoring outcome: Alfred Torossian (pr7201@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students. Some strategies to improve Managing Data Systems and processes are meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Rationale for Evidence-based Strategy: Managing Data Systems and Processes involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students. Some strategies to improve Managing Data Systems and processes are meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps.

Action Steps to Implement

9/7/21-10/18/21
Assess sustainability of current systems through climate surveys, council meetings, team and department meetings, EESAC meetings, and talk box.

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

9/7/21-10/18/21

Create new systems and make changes to systems that need improvement.

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

9/7/21-10/18/21

Progress monitor effectiveness through regular meetings with stakeholders, including but not limited to: Leadership Team, Curriculum Council, School Safety, Clerical, Security, Custodial

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

9/7/21 - 10/1/21

Create committees to assist with implementing Culture & Environment initiatives.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

11/1/21 - 1/21/22

Implementation of "Home Team" a team of teachers who have homeroom planning who will assist with daily opening of school efforts from 7:20 a.m. - 7:45 a.m. to assist with new systems and procedures.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

11/1/21 - 11/30/21

Create Standard Operating Procedures for systems currently in place. Share with all relevant stakeholders. This will streamline processes for execution of systems.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

1/31/22 -4/29/22

Continue to assess sustainability of current systems through climate surveys, council meetings, team and department meetings, EESAC meetings, and talk box.

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

1/31/22 - 4/29/22

Progress monitor new systems and make changes to systems that need improvement.

Person Responsible Alfred Torossian (pr7201@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Based on the data review, our school, Miami Beach Sr. High School will implement the Targeted Element of Student Attendance. Through our data review, we noticed a direct correlation between attendance and academic success. Students with poor attendance also underperformed in two or more core content areas. Progress monitoring of truancy was not done with fidelity, which also contributed to lapses in communication to parent stakeholders.

Measurable Outcome:

Successful implementation of the Targeted Element, Student Attendance will result in students receiving quality instruction which will contribute to improved student outcomes. With consistent student incentives, students with 10 or more absences will decrease 30 percentage points from 58% to 28% when comparing 2021 School culture data to 2022 School Culture data.

Monitoring:

MBSH will connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to allow them to make-up the work for classes and instruction missed, to maintain or improve the grades. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students. Parental contact will be made when necessary.

Person responsible for monitoring outcome:

Julio Echemendia (jechemendia@dadeschools.net)

Evidence-based Strategy:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy:

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team and Attendance Truancy Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

9/6/21 - 10/11/21

Meet with the Attendance Truancy Team (ATT). Develop strategic plan for truancy. At 10+ absences:

1. School Messenger/Personal Phone call to Parent/Guardian
2. Truancy Letter sent home
3. Parent/Administrator/Student Conference
4. Admin./Social Worker/Parent/Student Truancy Meeting
5. Convene the Attendance Review Committee
6. Home Visit
7. Target Students for Services (Targeted Student Status Form)
8. Initiate the Truancy Process
9. Assign a Student Success Coach Mentor

Person Responsible Julio Echemendia (jechemendia@dadeschools.net)

9/6/21 - 10/11/21

Hold Attendance Truancy Assembly for students who end September 2021 with 5 or more unexcused absences. Reestablish/and or place those students on attendance contracts. Make parent contact.

Person Responsible Julio Echemendia (jechemendia@dadeschools.net)

9/6/21 - 10/11/21

The Leadership Team will plan regular student incentives to promote consistent student attendance including student recognitions at award ceremonies, special events planned for students with excellent attendance and most improved attendance, and nominations for SPOT Success and Do the Right Thing programs.

Person Responsible Julio Echemendia (jechemendia@dadeschools.net)

9/6/21 - 10/11/21

Home visits will be conducted for those students with excessive absences. Services will be provided as needed.

Person Responsible Julio Echemendia (jechemendia@dadeschools.net)

10/15/21 -10/30/21

Attendance Truancy Meetings with students who have 10+ unexcused absences.

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

11/10/21 -

Attendance Success Assembly. Assembly with all students identified on the Targeted Student List. Disseminating information to students in form of a Success Assembly, where academic forward progress information will be shared as well as attendance contracts

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

1/31/22-4/29/22

Continue to hold Attendance Truancy Assembly for students who have 10 or more unexcused absences and 15 or more tardies. Reestablish/and or place those students on attendance contracts. Make parent contact

Person Responsible Sonja Clarke (sclarke@dadeschools.net)

1/31/22 - 4/29/22

Identify ELL and L25 students who are truant, provide Tier 3 support

Person Responsible I'Tita Finch (ifinch@dadeschools.net)

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.

MBSH primary concern is Attendance as it impacts our indoor suspension rates and truancy percentage. We will continue to monitor truant students and implement an open system of communication that focuses on and addresses the extenuating factors leading to excessive student absences through monthly meetings led by the Attendance Truancy Team (ATT). Meet with the Attendance Truancy Team (ATT). Develop strategic plan for truancy. Progress Monitoring will take place monthly via Attendance Truancy Assemblies.

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.

Our school addresses building a positive school culture by fostering relationships with all stakeholders through an open line of communication, collaboration and support. We all continuously review our school mission and vision statements and share it with all stakeholders to ensure that we are moving in the same direction. We all strive to create a welcoming school environment that builds excitement and interest for students and community members that want to be a part of our school.

Our school addresses positive school culture by identifying a goal/theme at the beginning of the school year. During the opening of the school, students and staff learn the theme for the year. Having a theme, allows all stakeholders to wrap themselves around the theme to meet their personal and school goals. Some examples of how our school inform our stakeholders about the school culture is by involving our PTSA in planning activities for students, parents, and staff. Daily morning announcements to stay inform about our accomplishments. In other words, the administration consistently reminds the staff about our vision and the monthly accomplishments of our goals. Our school celebrates every academic, athletic, art, and staff accomplishment. We use many forms of communication to disseminate the school message. The teachers and administrative team have multiple opportunities for feedback regarding the accomplishments of the goal. The school comes together, with the assistance of our PTSA to celebrate and appreciate the staff proving luncheon, scholarship to purchase needed items for their classrooms. There's always room for improvement to meet our goals. However, in my opinion, these activities build positive school culture.

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

Administration – Maintain supportive interactions which foster positive staff and student relationships, provide positive for support for all stakeholders and create/enforce positive rules that promote healthy interactions.

Faculty and Staff – Create a stimulating learning environment that engages students, communicate rules norms and enforcement and foster high expectations through the use of a growth mindset. Integrate social and emotional skills into academic learning.

Students – Demonstrate empathy, take ownership in personal development and respect the needs of others and the school campus.

Athletics Director/Activities Director – Promote school spirit, host activities that foster life preparation, social and emotional development and celebrate the success of students.

Student Services – Ensure that addressing the social and emotional wellness of students is a priority, promote practices and resources that help every student feel safe and welcome.

Parents –Actively communicate with and support children and school community.

City of Miami Beach/Alumni Association (COMMUNITY) – Support school and community in creating a school/community environment where students and staff feel welcome and safe. Celebrate the successes of school and support school in continuous growth.

All – Maintain a clean orderly physical environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00