

Miami-Dade County Public Schools

Miami Beach Senior High School



2022-23 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: 7/19/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 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	2021-22: B (58%) 2018-19: B (54%) 2017-18: C (52%)
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	N/A
* 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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<http://miamibeachhigh.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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
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.
Finch, I'Tita	Assistant Principal	<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.
Lemas, Rosa	Curriculum Resource Teacher	<p>Facilitate the implementation and integration of technology in classrooms. Provides ongoing job-embedded professional development for teachers, staff, and administration on infusing technology into the core curriculum areas, models effective instructional strategies using technology, and leads</p>

Name	Position Title	Job Duties and Responsibilities
		discussions with teachers on the latest research on technology integration. Assist teachers in using technology for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.
Mobley, Katora	Instructional Technology	Facilitate the implementation and integration of technology in classrooms. Provides ongoing job-embedded professional development for teachers, staff, and administration on infusing technology into the core curriculum areas, models effective instructional strategies using technology, and leads discussions with teachers on the latest research on technology integration. Assist teachers in using technology for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

Demographic Information

Principal start date

Tuesday 7/19/2022, Alfred Torossian V

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

103

Total number of students enrolled at the school

2,156

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	552	549	519	544	2164	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	170	216	250	785	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	40	25	37	52	154	
Course failure in Math	0	0	0	0	0	0	0	0	0	15	4	26	56	101	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	154	141	141	0	436	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	166	193	120	8	487	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	157	163	164	83	567

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	1	0	13	20	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	1	8	12	

Date this data was collected or last updated

Thursday 7/7/2022

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	534	572	585	602	2293	
Attendance below 90 percent	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		
Course failure in ELA	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	21	173	100	100	394	
Level 1 on 2019 statewide FSA ELA assessment	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	73	95	123	172	463	
Number of students with a substantial reading deficiency	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	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	1	3	4	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	7	2	12	

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	621	587	609	579	2396	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	183	243	272	264	962	
One or more suspensions	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	25	39	52	5	121	
Course failure in Math	0	0	0	0	0	0	0	0	0	4	26	55	37	122	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	148	140	0	0	288	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	199	121	8	1	329	
Number of students with a substantial reading deficiency	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	172	171	75	41	459

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	21	17	21	7	66
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	5	3	18

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	54%	51%				58%	59%	56%
ELA Learning Gains	52%						47%	54%	51%
ELA Lowest 25th Percentile	36%						36%	48%	42%
Math Achievement	36%	42%	38%				38%	54%	51%
Math Learning Gains	51%						41%	52%	48%
Math Lowest 25th Percentile	63%						42%	51%	45%
Science Achievement	52%	41%	40%				54%	68%	68%
Social Studies Achievement	73%	56%	48%				79%	76%	73%

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

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
2022					
2019	49%	68%	-19%	67%	-18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	71%	7%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	54%	-12%	57%	-15%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	30	39	33	23	47	64	34	57		88	11
ELL	16	38	30	21	49	63	14	39		92	47
ASN	88	77						100			
BLK	42	46	58	10	41			75		94	52
HSP	51	48	31	32	49	62	46	68		92	55
WHT	77	62	57	53	63	71	71	83		99	75
FRL	47	47	34	29	47	61	45	69		93	53
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			

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
BLK	33	35		9	20			88		100	33
HSP	42	34	26	19	13	15	49	58		88	64
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

There was a three-percentage increase in students with 16+ absences at 49% in comparison to 2021 data where 46% of students had 16+ absences. The schools average of students with 16+ absences is 22% higher than the district at 27%. Student achievement data under early warning system category shows an increase in the total number of students who tested as a Level 1 on the 2022 FSA ELA and FSA/EOC Math.

School culture data reflects 100% of staff strongly believe the overall climate at my school is positive and helps students. There is also a 35% increase from 53% to 80% in teachers' belief that evaluations are used to improve performance. 84% of staff believe that collaboration take place among department/grade level members to improve student outcomes. 84% of the staff believe professional learning opportunities on non-opt days were designed to meet instructional needs, however 37% of staff stated they do not know the members of the school's Professional Learning Support Team.

Sustainable Results show 91% of teachers agree data was shared to inform staff of the school's progress in the School Improvement Process, however 14% of teachers reported never participating in a data chat with the Administrator.

Academic data suggest neutral increase and minimal decrease in some core areas. ELA achievement increased 7% from 51% in 2021 to 58% in 2022. Social Studies achievement data increased 8% from 65% in 2021 to 73% in 2022. Math achievement decreased 4% from 23% in 2021 to 19% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra 1 at 19% proficiency and Biology at 49% proficiency demonstrate the greatest need for improvement.

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

Loss of key staff personnel in accountable tested areas. Those areas include Algebra 1, Biology, and English II through ESOL.

Incoming 9th grade students also demonstrated significant learning loss in reference to necessary pre-requisite skills to reach mastery of current skills. Deficiency in foundational skills included but are not limited to: Real Number Operations, Solving Equations & Inequalities, and Expressions.

Interventions & pull out through elective course. Pull out will target ESOL Level 1 and 2 students in Algebra 1, English I, English II using the HLAP for student support.

Algebra A & B

Intensive Math – Double Geometry

Enforce skills lessons (Number Operations, Solving Equations, Author's Tone and POV, etc.) in small group D.I with Interventionist and Coach

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA 9th proficiency increased 8%. ELA 10th proficiency increased 7%. US History EOC increased 8%

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

School-wide writing plan, focusing on cross-content writing. There was collaborative planning within the Social Studies department to discuss opportunities for reinforcement strategies to address potential losses during the pandemic. There was also cooperative support to build on technology use and teacher capacity within SAMR during virtual and hybrid learning. Master-teachers worked in collaboration with Administration through the facilitation of L2L workshops to continue scaffolding on teacher knowledge and competency in implementing daily instruction which ranged higher on the SAMR model; Modification & Redefinition.

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

Address and meet the needs of learners using school-wide instructional focus calendars and applying differentiated instruction to support each student's individualized learning plan. Instructional Focus calendars will be departmental, aligned with the pacing guide to ensure students are meeting learning targets through standard-aligned instruction. Individual classroom instruction will reflect differentiation based on data targeting our sub-group focus groups; L25, ESOL Level 1 & 2, Students who showed achievement regression during the 2021-2022 school year.

There will be extended learning opportunities and interventions through tutoring and pull-out sessions. Data driven instruction anchored with data chats teacher-student data chats and teacher-administrator data chats.

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.

- Exploring Cross-curricular breakdown during Faculty Meeting by Department. Once a quarter during Faculty Meeting by Departments, have team departments meet together to discuss and plan cross-curricular support (i.e -ELA & Social Studies, Math & Science)
- Information dissemination Faculty Meeting 1st Tuesday two weeks later Collegial (1st Tuesday – Faculty, 2nd Tuesday – Department Chairs, 3rd Tuesday – Faculty Meeting by Department)
- L2L – Sessions (Afterschool/Power Lunch)
- Professional Development Days – August 15th & November 8th present instructional strategies to support SIP and cross-curricular instruction. The PLST and Administration will be responsible for developing and facilitating professional development sessions and professional development experiences.

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

The activities will include extended learning opportunities the school will continue to implement the learning time after the students have shown improvement. This practice will continue through the progress monitoring of Topic Test, FAST Testing, Mid-Year Assessments, Reading Assessments.

- After School Tutoring, Interventions, Saturday Success Academy to promote extended learning opportunities.
- School and Department recognition activities
- Monthly cross-curricular department meetings to promote professional conversations and data review as continuous SIP checkpoints.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#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 Instruction. We selected the overarching area of Differentiation based on our findings that demonstrated large decreases in learning gains and proficiency of L25 students and ELL students in Math and ELA. 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.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.****This should****be a data****based,****objective****outcome.**

Successful implementation of Differentiation, will lead to a 5 percentage point increase in students within the L25 percentile when comparing 2022 data to 2023 state assessment. Successful implementation will also result in a 10 percentage point in ELL students proficiency when comparing 2022 data to 2023 state assessments.

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

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 (torossian@dadeschools.net)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy being****implemented****for this Area****of Focus.**

Implementation of English Language Learners Strategies, the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. ELL strategies have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. Providing teachers with weekly ELL strategies to implement in their daily instruction will re-enforce skills across all content areas. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale for**Evidence-****based****Strategy:**

60% of our ELL students failed one or more core class in 2022-2023 school year. Implementation of intentional use of English Language Learners Strategies will ensure strategies for our 1,093 ELL students are being implemented school-wide across all content areas.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/23/22-10/11/22

Provide a training to teachers focusing on ELLevations and the resources available using the platform

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

9/5/22-10/13/22

Facilitate ELL Corner during all faculty meetings, which include sharing one strategy and new feature via ELLevations

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/7/22-10/18/22

Conduct Administrator/Teacher data chats to help identify areas of strength and areas requiring additional reinforcement for implementation of ELL strategies. Data chats will also review how to access student data using Power BI

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/7/22-10/18/22

Create ELL goal boards through English through ESOL classes.

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

10/31/22 - 12/18/22

Provide a refresher training to teachers focusing on Performance Matters and the data reports available for their use.

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

10/31/22-12/18/22

Conduct Administrator/Teacher data chats to help identify areas of strength and areas requiring additional reinforcement

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on current data and new state curriculum we selected the overarching area of standards-aligned instruction. Through ensuring instruction is aligned with standards students will be tested on, we increase their opportunities for success ensuring they have mastery of the necessary skills to reach proficiency.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Successful implementation of Standards-aligned instruction will lead to a 10 percentage point increase in the areas of ELA, Math, and Biology.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will conduct classroom walk throughs and Lesson Plan reviews for evidence of standards-aligned lessons and instruction. Administrative Impact Review forms will be used for walk-throughs, to anchor debrief conversations, and progress-monitor effective implementation. Data will be utilized to determine the effectiveness of lesson planning and instructional delivery as it relates to standard mastery. Conducting classroom walkthroughs with fidelity will provide Administration with powerful data to drive professional development and training

Person responsible for monitoring outcome:

Alfred Torossian (torossian@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc. Data driven decisions will be made on the school-wide and individual classroom level, as teachers align standards-based instruction to meet student's needs. As teachers progress-monitor and track student performance via summative and formative assessments instructional facilitation will reflect those needs.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this**

Data-Driven Decision Making will assist in accelerating the learning gains of our L25s. Data Driven Decision Making 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.

specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/23/22-10/11/22

Provide a refresher training to teachers focusing on Performance Matters and Power BI data reports available for their use to ensure instructional decisions are data driven from one unit to the next.

Person Responsible Sofia Buttacavoli (sbuttacavoli@dadeschools.net)

9/7/22-10/18/22

Conduct Administrator/Teacher data chats to help identify areas of strength and areas requiring additional reinforcement and set individual, departmental and school-wide goals.

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/7/22-10/18/22

Conduct Teacher/Student data chats utilized to inform students of their progress towards standards proficiency from one assessment to the next. Progress monitor student mastery of standards within each unit.

Person Responsible Katora Mobley (kmobley@dadeschools.net)

9/7/22-10/18/22

Create school-wide data goal boards

Person Responsible Rosa Lemas (drlemas@dadeschools.net)

10/31/22-12/15/22

Begin facilitating Leader2Leader sessions where teachers during their planning period have the opportunity to visit peers classrooms and observe instruction

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

10/31/22-12/15/22

Classroom walk throughs and Lesson Plan reviews will be utilized to determine the effectiveness of lesson planning and instructional delivery as it pertains to standard-aligned instruction.

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

#3. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on qualitative data from the School Climate survey, SIP survey, and review of the Core Leadership Competencies, we will use the Targeted Element of Instructional Leadership Team . Staff Climate Survey shows 49% of staff disagree or feel neutral toward their ideas being listened to and considered. To address this data Administration will strategically target, engage, and build the capacity of teacher-leaders through our Leadership Academy.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers who believe their ideas are listened to and considered will increase by at least 5% during the 2022 -2023 school year. Teacher-leaders will be identified through teacher surveys, Curriculum Council.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of Instructional Leadership Team, Administration will actively engage teacher-leaders in decision making throughout the course of the school-year while providing opportunities for leadership roles to increase teacher capacity. This will be done systematically through managing data systems and processes. A collection tool for Administrator Impact Classroom Visits will be used to conduct internal instructional reviews based targeted standards and instructional focus.

Person responsible for monitoring outcome:

I'Tita Finch (ifinch@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy Shared Leadership. Shared Leadership suggests the need to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

We decided to focus on Shared Leadership to address the critical needs within our school. The data reveals 78% of the staff believes they were given an opportunity to actively participate in the action steps of the School Improvement Process. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9/7/22-10/18/22

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

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/7/22-10/18/22

Elect new instructional leaders for vacant positions. Disseminate information to all stakeholders as personnel are updated and/or changed.

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/7/22-10/18/22

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 (torossian@dadeschools.net)

9/7/22 - 10/1/22

Create committees to assist with implementing Culture & Environment initiatives. School culture initiatives include, but are not limited to school-wide engagements, which shift school culture and climate; school culture, referring to long-term physical and social environment and school climate, referring to the experiences and feelings held by the school community. Examples of Culture & Environment initiatives could include, but are not limited to: Start With Hello Campaign, S.M.I.L.E it's Friday!, Wellness Wednesdays, Mindful Mondays.

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

10/19/22 and 11/2/22

EESAC Meeting and Faculty Meeting review results of internal impact review. Conduct school-wide debrief collectively and discuss actionable items.

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

11/1/22-11/30/22

Teacher - Administrator data chats and Impact Conversations

Person Responsible Alfred Torossian (torossian@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school, Miami Beach Sr. High School will implement the Targeted Element of Student Attendance. Our attendance three-year trend data in Power BI shows an annual increase in students with 11 or more absences. 49% of students had 16 or more absences in comparison to the district at 27%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Successful implementation of the Targeted Element, Student Attendance will result in students receiving quality instruction which will contribute to improved student proficiency. With consistent student incentives, students with 10 or more absences will decrease 20 percentage points from 59% to 39% when comparing 2022 school culture data to 2023 school culture data.

Attendance Review Committee will meet with student's 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 Attendance Review Committee will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Review Committee 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 Attendance Review Committee 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.

Person responsible for monitoring outcome:

I'Tita Finch (ifinch@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Understanding different families have different capacities for involvement, we will provide a range of ways for parents to be involved. s including but are not limited to, open houses, orientations, parent workshops, home visits, volunteer opportunities, and community events.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Increase stakeholder buy-in the educational process.

Increase two-way communication between stakeholders

Increase attendance percentages

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9/6/22 - 10/11/22

Meet with the Attendance Review Committee. 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 I'Tita Finch (ifinch@dadeschools.net)

9/6/22 - 10/11/22

Hold Striving for Success 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 I'Tita Finch (ifinch@dadeschools.net)

9/6/22 - 10/11/22

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 Hi-Tide Hero and Do the Right Thing programs.

Person Responsible Alfred Torossian (torossian@dadeschools.net)

9/6/22 - 10/11/22

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

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

11/17/22

100% Attendance Student Pep Rally

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

10/31/22-12/16/22

100% Staff Attendance Incentive for staff, sponsored by the PTSA

Person Responsible Alfred Torossian (torossian@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 informs stakeholders about the school culture is by involving our PTSA in planning activities for students, parents, and staff, and daily morning announcements to stay informed

about collective 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. We are able to bolster school culture with the assistance of our PTSA. Celebrating teachers, staff and students through sponsored luncheons, scholarships to purchase needed items for their classrooms.

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

1. Administration – Maintain supportive interactions which foster positive staff and student relationships, provide positive support for all stakeholders and create/enforce positive rules that promote healthy interactions between leadership and faculty and teachers and students
2. Faculty and Staff – Create a stimulating learning environment that engages students, communicate rules and school norms through communication outlets like school website, Schoology, Social Media, and School Messenger to foster high expectations. Integrate social and emotional skills into academic learning.
3. Students – Demonstrate empathy, take ownership in personal development and respect the needs of others and the school campus.
4. Athletics Director/Activities Director – Promote school spirit, host activities that foster life preparation, social and emotional development and celebrate the success of students.
5. 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. Use SEL monthly workshops to promote diversity, inclusion, equity and belonging.

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

7. 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.

8. All – Maintain a clean orderly physical environment. Promote school beautification projects; lunch patio, Orchid placement, parking lot art dazzle, Adopt-A-Bathroom etc.