Miami Beach Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Beach Senior High School

2231 PRAIRIE AVE, Miami Beach, FL 33139

http://miamibeachhigh.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Torossian, Alfred	Principal	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. * 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
Finch, I'Tita	Assistant Principal	Assist the Principal with leadership, direction, supervision, operations and accountability at the school-site. * 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 schoolwide safety and emergency protocols. * Collect and analyze student assessment data.
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.
Jackson , Jason	Assistant Principal	Assist the Principal with leadership, direction, supervision, operations and accountability at the school-site. * 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

Name	Position Title	Job Duties and Responsibilities
		* 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 schoolwide safety and emergency protocols. * Collect and analyze student assessment data.
Monsalve, Andrea	Instructional Coach	Assist with building teachers' capacity in content and pedagogy by providing and supporting ongoing content-focused professional learning coupled with content-specific coaching and feedback plus monitoring and analyzing student learning as a means of deepening teachers' content knowledge, improving practice, and elevating student achievement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Process of collaboration for completing the SIP involved:
1. Analysis of PM3 and EOC data at the end of the 2022-2023 school year
2. Departmental and school-wide goal setting based on available data at the end of the 2022-2023 school year
3. Initial School Improvement planning meeting at Synergy with selected members from the PLST
4. Follow-up summer meetings to finalize instructional and school culture focus' and initiatives
5. Strategic planning for professional development and professional learning experiences for the 2023-2024 school year with the PLST
6. Faculty meeting to review tentative instructional and school culture focus and initiatives
7. Facilitate EESAC meeting to review tentative instructional and school culture initiatives with EESAC Committee
8. Facilitate Senior Staff meeting with Department Heads, PLST, and Administration to finalize Q1 Action steps of the SIP

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Progress Monitoring Plan:
1. Monthly Senior Staff meetings with Department Heads, PLST, and Administration to review available qualitative and quantitative departmental and school-wide data as aligned with school improvement goals. This instructional-leader stakeholder time of collaboration will be used to review progress towards goals, and or needs to pivot.

2. Monthly EESAC meetings with EESAC Committee to review school culture and instructional initiatives. This parent/community stakeholder time of collaboration will be used to review progress towards goals, and or needs to pivot.

3. Ensure year-long interventions are occurring with fidelity. For example; HLAP for ESOL students, before-school and afterschool "Homework Help Labs", Mental Health in-class and whole school initiatives

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	785
One or more suspensions	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	154
Course failure in Math	0	0	0	0	0	0	0	0	0	101
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	436
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	487
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	567

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	12

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	55	50	58	54	51	51		
ELA Learning Gains				52			37		
ELA Lowest 25th Percentile				36			27		
Math Achievement*	28	43	38	36	42	38	23		
Math Learning Gains				51			14		
Math Lowest 25th Percentile				63			17		
Science Achievement*	43	62	64	52	41	40	54		
Social Studies Achievement*	77	69	66	73	56	48	66		
Middle School Acceleration				56	44				
Graduation Rate	88	89	89	94	56	61	90		
College and Career Acceleration	62	70	65	61	67	67	67		
ELP Progress	33	49	45	57			39		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	37	Yes	1	
AMI				
ASN	80			
BLK	38	Yes	1	
HSP	51			
MUL	90			
PAC				
WHT	66			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	42			
AMI				
ASN	88			
BLK	52			
HSP	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	71			
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			28			43	77		88	62	33
SWD	27			22			24	49		24	6	
ELL	14			18			28	36		58	7	33
AMI												
ASN	70									70	3	
BLK	34			10			0	53		46	6	
HSP	46			23			38	70		58	7	34
MUL	90										1	
PAC												
WHT	71			47			60	91		75	7	20
FRL	45			22			37	73		55	7	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	52	36	36	51	63	52	73		94	61	57
SWD	30	39	33	23	47	64	34	57		88	11	
ELL	16	38	30	21	49	63	14	39		92	47	57
AMI												
ASN	88	77						100				

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	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
BLK	42	46	58	10	41			75		94	52	
HSP	51	48	31	32	49	62	46	68		92	55	55
MUL												
PAC												
WHT	77	62	57	53	63	71	71	83		99	75	
FRL	47	47	34	29	47	61	45	69		93	53	54

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	51	37	27	23	14	17	54	66		90	67	39
SWD	22	29	18	11	18	18	23	50		90	24	
ELL	14	31	29	9	9	11	33	34		82	64	39
AMI												
ASN	75	56						73				
BLK	33	35		9	20			88		100	33	
HSP	42	34	26	19	13	15	49	58		88	64	39
MUL												
PAC												
WHT	74	43	38	36	17	25	70	82		94	78	30
FRL	39	32	28	15	12	17	48	58		89	60	38

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	54%	-3%	50%	1%
09	2023 - Spring	45%	51%	-6%	48%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	56%	-40%	50%	-34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	52%	-16%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	65%	-25%	63%	-23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	66%	7%	63%	10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Math showed the lowest performance, according to the available data, 30% of students showed proficiency. This is a 6% decrease from the 2021-2022 school year. More specifically, Algebra 1 PM3 showed the lowest performance within the math performance standard. According to available data, 17% of students were deemed proficient in Algebra 1. This performance in math could be attributed to the following:
- Lack of consistency across the department with respect to Differentiated Instruction. There were two major issues with DI this year: consistency and focus in the teacher-led center. DI did not occur with fidelity to be impactful. Instructional practice within these classrooms were heavily focused on whole group lessons which caused teachers to lose valuable instructional time working with targeted students in small group instruction.
- Work with targeted students lacked depth. Missed opportunities, to dig deeper into targeted standards when teachers met with students in the teacher-led center.
- Barriers outside of our locus of control, which should have been revisited once revealed, were not revisited thus a pivot did not occur. For example our targeted student list included our L25 and ESOL

students; many of these students are bus riders, and/or do not live in the area. This adversely impacted afterschool and Saturday tutoring engagement.

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

According to available data, Reading and Math has shown comparable declines from the previous year. There was a 5% decrease in Reading proficiency from 2022 to 2023, and a 6% decrease in Math proficiency from 2022 to 2023. This decline may be attributed to the new test and standards. Both teachers and students had a learning curve, in combination with emergent teacher knowledge in differentiated instruction.

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

Science and Math data both show the greatest gap when compared to the state average with a 9% difference. It's important to note the science data is raw data. Performance in these school grade components could be attributed to poor attendance among 9th grade students, and lack of fidelity in facilitating differentiated instruction, among L25 and ESOL students.

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

High School Acceleration showed the most improvement with 65%, which is an increase of 4% from 2022 to 2023. This performance can be attributed to:
- Increase in dual enrollment offerings
- Introduction of the Advance Placement Capstone program
- Increases in IB enrollment
- Closer management of CTE course enrollment, to ensure students are program completers and receiving certifications

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Overall attendance coupled with intervention instructional practices to meet the needs of our L25 students are our most concerning areas.

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

1. Implementing strategic extended learning opportunities for targeted students; before school, during school, and after school
2. Increase attendance through use of incentives for students and staff
3. Implementation of differentiated instruction with fidelity across all contact areas where appropriate
4. Ongoing implementation of social-emotional initiatives for students and staff

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to available data 30% of students showed proficiency in Math. This is a 6% decrease from the 2021-2022 school year. More specifically, Algebra 1 PM3 showed the lowest performance within the math performance standard. 17% of students were proficient in Algebra 1. Based on the data and identified contributing factors such as: Lack of consistency with differentiated instruction, lack of focus during teacher-lead small groups, targeted students did not and/or could not participate in extended learning opportunities with fidelity due to distal barriers beyond the school's control.

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

With the evidence-based strategy intervention, 10% of students in the lowest 25 percentile will show learning gains on B.E.S.T PM3 and F.A.S.T PM3.

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

1. Administrative weekly walkthroughs in Algebra 1, Geometry, ESOL, and ELA 9th and 10th grade classes
2. Ensure teachers and staff are aware of HLAP procedures. This will ensure ESOL students receive in-school intervention in core classes.
3. Monitoring and facilitating before and after school "Homework Help Lab" after PM1 (Week of September 11th)
4. Progress monitor in-class and district assessments to track student progress toward intended goals.
5. Lesson plan reviews

Person responsible for monitoring outcome:

Alfred Torossian (torossian@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching, and Intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

17% of students were proficient in Algebra 1. Reading and Math has shown comparable declines from the previous year. There was a 6% decrease in Math proficiency from 2022 to 2023. Instructional Support and Coaching will facilitate teachers working together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified school goals and increase the achievement and engagement of every student. Coaches will use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Strategic intervention of targeted students will be used to teach a new skill or increase mastery in a skill, build fluency in a skill, or encourage students to apply an existing skill to new situations or learning outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Facilitate EESAC meeting. Review quarter 1 draft of SIP. Discuss intervention incentives for students. Begin soliciting local businesses for gift cards, and in-kind donations.

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

By When: 9/6/23

Provide all teachers with list of Math/ELA L25 students in August. Teachers will identify targeted students for in-class intervention, and small group instruction.

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 9/8/23

Facilitate initial Curriculum Council Meeting. Teacher-leaders will review final quarter 1 SIP plan for improvement, and disseminate information to their respective departments, to begin strategic planning for department and in-class intervention.

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 9/19/23

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to available data there was a 5% decrease in Reading proficiency from 2022 to 2023. This decline may be attributed to the new test and standards. Based on the data and identified contributing factors such as: teachers and students having a learning curve, in combination with emergent teacher knowledge in differentiated instruction, limited opportunities for job-embedded professional learning and district professional development opportunities of the new B.E.S.T standards, we will implement the Targeted Element Intervention for ELA 9th and 10th.

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

With the evidence-based strategy intervention, 60%+ students will show proficiency on F.A.S.T PM3 in June 2024.

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

1. Administrative weekly walkthroughs in, ESOL, and ELA 9th and 10th grade classes
2. Ensure teachers and staff are aware of HLAP procedures. This will ensure ESOL students receive in-school intervention in core classes.
3. Monitoring and facilitating before and after school "Homework Help Lab" after PM1 (Week of September 11th)
4. Progress monitor in-class and district assessments to track student progress toward intended goals.
5. Lesson plan reviews

Person responsible for monitoring outcome:

Alfred Torossian (torossian@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Instruction and Intervention

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data-Driven Instruction will facilitate the practice of teachers using student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide all teachers with list of Math/ELA L25 students in August. Teachers will identify targeted students for in-class intervention, and small group instruction.

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 9/1/23

Facilitate Opening of Schools professional development on Planning Powerful Lessons: Purpose, Process, Product AKA – Differentiated Instruction.

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

By When: 8/17/23

Facilitate departmental data chat at monthly meeting. Teachers will strategically plan departmental instructional calendar inclusive of in-school interventions departmentally.

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

By When: 9/20/23

Identify students in the Executive Internship Course, who will serve as Executive student tutors for intervention provided during the school day. Meet with Executive Internship teacher Ms. Merilus to strategically plan.

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 10/5/23

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Available data shows 75% of teachers had 5 or more absences, only 27% felt positive about their career progression. Based on the data and contributing factors such as: increased professional requirements in classroom instruction and assessment, increased societal pressures associated with the education profession and disengaged students, we will implement the targeted element incentivizing teacher engagement.

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

With the evidence-based strategy incentivizing teacher engagement we will see a 10% decrease in teachers with 5 or more absences, and a 5% increase in teacher participation in school-based activities including, but not limited to team building activities, after school events, school committees, and school-wide surveys.

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

1. Monitor survey participation rates.
2. Teacher quarterly attendance
3. Teacher feedback surveys

Person responsible for monitoring outcome:

Alfred Torossian (torossian@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rewards and Incentives and Team Building Activities. Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs. Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Creating rewards and incentive programs strengthens staff and school morale, while promoting healthy emotional and mental health of our employees within and beyond school.

Team building and social activities will allow staff to build healthy relationships with colleagues.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Give teacher incentive (Teachers who have attended 2+ professional development sessions since June 2023). Public recognition of highly effective professionalism and professional development, will continue to foster a culture of continued learning.

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 9/5/23

Facilitate Smile-It's-Friyayyyyyyy Teacher & Student Incentive. Every month teachers will nominate students via QR code link to be invited to the in-school positive behavior incentive. Smile-It's-Friyayyyyyyy will be facilitated during both lunches in the gym. Incentivizing attendance, uniform and ID compliance, leadership, sportsmanship will create positive behavior shifts school-wide.

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

By When: 9/29/23

Reward Teacher of the Month (Hi-Tide Hero) - Parking Space

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 9/29/23

With the assistance of the EESAC Committee generate a list of local restaurants and businesses which can be solicited for in-kind donations, which will be used for teacher and student incentives

Person Responsible: Alfred Torossian (torossian@dadeschools.net)

By When: 10/5/23

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our attendance three-year trend data in Power BI shows an annual decrease in students with 11 or more absences. 45% of students had 16 or more absences in comparison to 49% during the 2022-2023 school year. Based on the data available we will implement the Targeted Element of Student Attendance.

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 8 percentage points from 45% to 37% when comparing 2023 school culture data to 2024 school culture data.

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

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.

1. The Attendance Review Committee will mentor individual students who have consistent truancy and connect with them monthly to reward or encourage attendance efforts.
2. The Attendance Review Committee will plan regular student incentives to promote consistent student attendance.
3. Teachers will monitor their daily attendance and submit via school-wide attendance shared point document any students who are currently truant in their class.
4. The Attendance Review Committee will identify 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 the outcome above, this data will be discussed during data chats with teachers and students.

Person responsible for monitoring outcome:

Jason Jackson (jacksonj@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to Early Warning Systems involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions and reveals patterns and root causes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increase student buy-in in the learning process, to prevent increased truancy, retention and drop out. Current data shows 583 students have attendance below 90% and 642 students have two or more early warning indicators

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Hold initial ARC training meeting with Attendance Review Committee Team and North region, to review ARC policies and procedures, inclusive of progress monitoring best practice.

Person Responsible: Jason Jackson (jacksonj@dadeschools.net)

By When: 9/29/23

Facilitate ARC meetings for targeted students for the month of September. Engaging parents, and providing resources inclusive of mental health services and transportation in an effort to curtail truancy.

Person Responsible: Jason Jackson (jacksonj@dadeschools.net)

By When: 9/29/23

Perfect attendance Smile It's Friyayyyyyyyy incentive for students who had perfect attendance in the month of August and September. Public recognition of student accomplishments, achievable for all students will create buy-in to attend school on a regular basis.

Person Responsible: Jason Jackson (jacksonj@dadeschools.net)

By When: 9/29/23