

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 9
 - D. Demographic Data 11
 - E. Early Warning Systems 12
- II. Needs Assessment/Data Review 14
 - A. ESSA School, District, State Comparison 15
 - B. ESSA School-Level Data Review 16
 - C. ESSA Subgroup Data Review 17
 - D. Accountability Components by Subgroup 20
 - E. Grade Level Data Review 23
- III. Planning for Improvement 24
- IV. Positive Culture and Environment 33
- V. Title I Requirements (optional) 36
- VI. ATSI, TSI and CSI Resource Review 38
- VII. Budget to Support Areas of Focus 39

School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Alfred Torossian

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

I'Tita N. Finch

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Katora Mobley

Position Title

PLST - Technology & Gradebook Manager

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Jacco Leist

Position Title

PLST - Data & Content

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Elizabeth Ann Loffredo

Position Title

PLST - PD Liaison - Curriculum Council

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Gwendolyn Villoch

Position Title

Activities Director

Job Duties and Responsibilities

Responsible for planning and executing extracurricular activities, such as clubs, and events, that enrich the educational experience of the students.

Leadership Team Member #7

Employee's Name

Constantino Hernandez

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name

Sofia Buttacavoli

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #9

Employee's Name

Jason Jackson

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 2023-2024 PM3 and EOC data at the end of the school year
2. Departmental and school-wide goal setting based on available data at the end of the 2023-2024 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 2024-2025 school year with the PLST
6. Faculty meeting to review tentative instructional and school culture foci 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Progress Monitoring Plan:

1. Monthly Senior Staff meetings with Department Heads, PLST, Curriculum Council, PTSA 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 and SIP Impact Review Schoolwide

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	74.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	60.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	109	139	100	122	470
One or more suspensions	29	33	18	19	99
Course failure in English Language Arts (ELA)	68	71	58	13	210
Course failure in Math	39	23	66	21	149
Level 1 on statewide ELA assessment	154	173			327
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	109	110	65	21	305

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	13	1	1	6	21
Students retained two or more times	3	2	1	2	8

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53	60	55	53	55	50	58	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	49	58	57				52		
ELA Learning Gains Lowest 25%	43	55	55				36		
Math Achievement *	37	51	45	28	43	38	36	42	38
Math Learning Gains	40	50	47				51		
Math Learning Gains Lowest 25%	54	56	49				63		
Science Achievement *	50	68	68	43	62	64	52	41	40
Social Studies Achievement *	76	73	71	77	69	66	73	56	48
Graduation Rate	87	92	90	88	89	89	94	56	61
Middle School Acceleration								56	44
College and Career Readiness	66	74	67	62	70	65	61	67	67
ELP Progress	54	57	49	37	49	45	57		

*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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	609
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	87%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	55%	58%	44%		54%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	37%	Yes	2	
English Language Learners	44%	No		
Asian Students	90%	No		
Black/African American Students	54%	No		
Hispanic Students	52%	No		
Multiracial Students	85%	No		
White Students	67%	No		
Economically Disadvantaged Students	53%	No		

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%
Students With Disabilities	40%	Yes	1	
English Language Learners	37%	Yes	1	
Asian Students	80%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	90%	No		
White Students	66%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	43%	No		
English Language Learners	42%	No		
Native American Students				
Asian Students	88%	No		
Black/African American Students	52%	No		
Hispanic Students	54%	No		
Multiracial Students				
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	53%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		49%	43%	37%	40%	54%	50%	76%		87%	66%	54%
Students With Disabilities	28%		38%	35%	10%	27%	60%	22%	38%		88%	23%	
English Language Learners	20%		43%	42%	29%	38%	51%	35%	37%		74%	60%	54%
Asian Students											100%	80%	
Black/African American Students	41%		50%		29%	45%			86%		86%	44%	
Hispanic Students	47%		46%	42%	31%	39%	53%	43%	70%		85%	60%	52%
Multiracial Students	86%		83%										
White Students	70%		53%	45%	55%	45%	60%	65%	88%		90%	80%	81%
Economically Disadvantaged Students	47%		44%	38%	33%	36%	62%	45%	73%		86%	60%	61%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	37%
Students With Disabilities	27%				22%			24%	49%		94%	24%	
English Language Learners	14%				18%			28%	36%		69%	58%	33%
Asian Students	70%										100%	70%	
Black/African American Students	34%				10%			0%	53%		86%	46%	
Hispanic Students	46%				23%			38%	70%		85%	58%	34%
Multiracial Students	90%												
White Students	71%				47%			60%	91%		95%	75%	20%
Economically Disadvantaged Students	45%				22%			37%	73%		84%	55%	40%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	30%		39%	33%	23%	47%	64%	34%	57%		88%	11%	
English Language Learners	16%		38%	30%	21%	49%	63%	14%	39%		92%	47%	57%
Native American Students													
Asian Students	88%		77%						100%				
Black/African American Students	42%		46%	58%	10%	41%			75%		94%	52%	
Hispanic Students	51%		48%	31%	32%	49%	62%	46%	68%		92%	55%	55%
Multiracial Students													
Pacific Islander Students													
White Students	77%		62%	57%	53%	63%	71%	71%	83%		99%	75%	
Economically Disadvantaged Students	47%		47%	34%	29%	47%	61%	45%	69%		93%	53%	54%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	45%	56%	-11%	53%	-8%
Ela	9	50%	54%	-4%	53%	-3%
Biology		46%	70%	-24%	67%	-21%
Algebra		29%	55%	-26%	50%	-21%
Geometry		39%	56%	-17%	52%	-13%
History		72%	70%	2%	67%	5%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		70%	36%	34%	36%	34%
Algebra		26%	17%	9%	16%	10%
Geometry		68%	26%	42%	21%	47%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	18%	-1%	17%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

According to available data overall Math proficiency inclusive of Algebra 1 & Geometry show a 9% increase from 28% proficiency to 37% proficiency.

- Implementation and use of requested instructional technology tools.
- Job-embedded professional learning experiences focused on teacher knowledge of classroom strategies for ELL students, Bubble students, and striving students.
- Teacher buy-in to wrap around intervention services (increase in teacher participation to tutor and Saturday School)
- Increased engagement in afterschool tutoring with targeted students.
- Bolster student incentives for extra intervention.
- Communication to stakeholders in reference to extended learning opportunities, and progress monitoring and state assessments.

Lowest Performance

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

According to available data; Math – 37% proficiency. Algebra 1 – 29% proficiency and Geometry – 45% proficiency. Comparative data shows a 9% increase from 2022-2023 in overall Math proficiency from 28% to 37%. Algebra 1 proficiency increased 12 percentage points, from the previous 17%.

While this component showed the lowest performance when compared to tested components; lowest performance standard exhibited to most growth in overall proficiency.

Some factors include, but are not limited to:

- 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 re-visited 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.

Greatest Decline

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

According to available data U.S History EOC proficiency showed the greatest decline from the previous year with a 1% decline from 73% to 72% proficiency. No factors can be attributed to the 1% point percentage drop at this time.

Greatest Gap

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.

According to available data Algebra 1 shows the greatest gap at 18% percentage points when compared to the state average of 55% proficiency.

- Many of our on or above grade-level 9th grade students have taken Algebra 1 (and Biology, which is the second largest differential at 21%) on the middle school level. This is common in our feeder pattern.
- Poor attendance among 9th grade students, specifically ESOL and L25 students
- Emergent fidelity and mastery among teachers in facilitating **differentiated instruction**, among L25 and ESOL students.

EWS Areas of Concern

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

1. Student Attendance
2. Intervention instructional practices to meet the needs of our L25 students in ELA, Math, Biology and World History
3. Percentage of students below proficiency in ELA and Math

Highest Priorities

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

1. Algebra 1 & Biology instructional intervention
2. Extended Learning opportunities for L25 and ESOL students
3. Student and Staff Attendance
4. Student and Staff Wellness
5. School protocols and procedures (Tardy, Uniforms, IDs)

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to available data 37% of students showed proficiency in Math. This is a 9% increase from the 2022-2023 school year. More specifically, Algebra 1 PM3 showed the lowest performance within the math performance standard. 29% 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, and student truancy.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Learning Gains in Math L25 students will increase 11% when compared to 2023-2024 data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

-
1. Administrative weekly walkthroughs in Algebra 1, Geometry and ELA 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 Topic Test 1.
 4. Progress monitor in-class and district assessments to track student progress toward intended goals.
 5. Lesson plan reviews
 6. Organize and facilitate job-embedded professional learning experiences for teachers in small group teaching, and use of instructional frameworks.

Person responsible for monitoring outcome

Administration, Department Chairs, PLST

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide intentional instruction to build student's understanding and proficiency of mathematical ideas and skills. The steps in this evidence-based intervention, guide teachers on how to provide small-group mathematics instruction, what to teach by extending instruction beyond basic mathematical skills, and how to provide instruction on mathematical topics in an incremental and sequential manner.

Rationale:

Creating a culture of small group instruction and use of instructional frameworks, will allow teachers to tailor instruction to each group's ability level, offering tasks at varying complexity or levels of rigor. This allows students to be challenged in skills they are proficient while providing intervention on skills they are performing below proficiency. Small group instruction also allows students to feel comfortable when taking academic risk, making them more likely to actively engage in class discussions and the learning process.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data dissemination

Person Monitoring:

Jason Jackson

By When/Frequency:

8/30/24 - Ongoing after PM and topic testing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all teachers with a list of Math & ELA L25 students and/or facilitate a Leader-2-Leader session, demonstrating how to access student data via Power BI. Teachers will identify targeted students for in-class intervention, and small group instruction. Outcome: Empower teachers with tools and knowledge to access data to drive instruction.

Action Step #2

Facilitate Professional Development on data-analysis.

Person Monitoring:

I'Tita N. Finch

By When/Frequency:

8/14/24 - Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate Opening of Schools professional development on Data Analysis- Empowering Teachers

with Data and progress monitor data throughout the course of the year. Streamlining the process to communicate data to students. a. Data Tracker b. Standards Tracker Outcome: Empower teachers with tools and knowledge to access, and progress monitor data to drive instruction.

Action Step #3

Facilitate Leadership Meetings.

Person Monitoring:

Sofia Buttacavoli and I'Tita N. Finch

By When/Frequency:

8/14/24 - Every month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate initial Department Head Meeting and Curriculum Council Teacher-leaders will review SIP Instructional Areas of Focus. Plan for improvement, and disseminate information to their respective departments, to begin strategic planning for department and in-class intervention. Outcome: Streamlined strategic planning across all leadership groups for Q1.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Available data shows ELA is the only component which showed 0% growth in student proficiency at 53% in 2022-2023 and 2023-2024.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

58% of students will show proficiency on F.A.S.T PM3 in 2025. ELA proficiency will increase by 7% when compared to 53% in 2023-2024 data. *Subgroup data of students with disabilities will also increase 5% to 42% in the federal point index as a result.*

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

-
1. Administrative weekly walkthroughs in ELA 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

6. Organize and facilitate job-embedded professional learning experiences for teachers in small group teaching, and use of instructional frameworks.

Person responsible for monitoring outcome

Administration and Department Chair

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide small group instructional intervention to students struggling in areas of literacy and English language development. Core classroom instruction needs to incorporate what we know about effective early reading instruction for all students, including explicit and systematic attention to foundational reading skills (i.e., phonological awareness, phonics, and fluency). Effective core (or Tier 1) instruction is important for reducing the number of students who are identified for supplemental instructional opportunities (or Tier 2 interventions), and to ensure that this supplemental instruction is prioritized for those students who continue to struggle after having received appropriate opportunities to learn language and literacy skills. In this recommendation, the panel suggests ways to provide high-quality instructional interventions in literacy and language to small groups of students who are struggling in these areas. This instruction, provided on a daily basis, should be teacher-directed, with ample scaffolds to make learning easier and plenty of opportunities to practice what is being learned.

Rationale:

Creating a culture of small group instruction and use of instructional frameworks, will allow teachers to tailor instruction to each group's ability level, offering tasks at varying complexity or levels of rigor. This allows students to be challenged in skills they are proficient while providing intervention on skills they are performing below proficiency. Small group instruction also allows students to feel comfortable when taking academic risk, making them more likely to actively engage in class discussions and the learning process.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Disseminate Data.

Person Monitoring:

By When/Frequency:

Jason Jackson and I'Tita N. Finch

8/30/24 - After PM and topic testing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all ELA teachers with a list of students, as well as FAST 2024 Spring data. Teachers will identify targeted students for in-class intervention, and small group instruction. Outcome: Provide teachers with tools needed to facilitate purposeful, data-driven planning.

Action Step #2

Facilitate Opening of Schools meeting on data analysis.

Person Monitoring:

I'Tita N. Finch and Alfred Torossian

By When/Frequency:

8/14/24 - Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate Opening of Schools professional development on data analysis and instructional implementation - Empowering Teachers with Data. Outcome: Provide teachers with tools and knowledge on how to access data and use that data in lesson planning.

Action Step #3

Facilitate Department meeting.

Person Monitoring:

I'Tita N. Finch and Travis Boldon

By When/Frequency:

9/10/24 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate initial department monthly meetings. Teachers will strategically plan departmental instructional calendar inclusive of in-school interventions departmentally. Outcome: Produce instructional focus calendars.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student acceleration is critical for our student population, and school culture. Student acceleration includes personalized learning, maximizes the potential of our students, prepares them for higher-education past the K-12 system, ensures career readiness, enhances opportunities while in high-school, and develops lifelong learners.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

College and Career Acceleration for 2024-2025 will increase 5% to 71% when compared to 66% in

the 2022-2023 data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Identifying students who currently do not have an acceleration point
2. Identifying students who can earn an acceleration point, but may not be sitting in the required course consecutively.
3. Bolster AP Spanish acceleration with ESOL students

Person responsible for monitoring outcome

Sofia Buttacavoli, Kenny Cabrera and Academic Counselors

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement.

Rationale:

Research indicates that collective efficacy is the number one factor influencing student achievement.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify Students

Person Monitoring:

Sofia Buttacavoli

By When/Frequency:

8/30/24 - 1st and 2nd semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify students who currently do not have an acceleration point, and determine if their schedule can accommodate. Outcome: Increase number of students with an acceleration point

Action Step #2

Class course alignment

Person Monitoring:

Sofia Buttacavoli

By When/Frequency:

8/30/24 - 1st and 2nd semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure students scheduled in a consecutive leveled course which generates an acceleration point, are enrolled in the correct course level. Outcome: Ensure students are program completers.

Action Step #3

Recruitment

Person Monitoring:

Sofia Buttacavoli and Department Chairs

By When/Frequency:

9/30/24 - 1st and 2nd Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify students who have the capability for success in AP, IB and Dual Enrollment classes. Schedule student and parent meetings to discuss the academic advantages. Outcome: Increase diversity in advanced classes and provide students one-on-one guidance and advisement in pursuing advanced courses.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

School Culture and Climate Data shows 79% of staff feel their ideas are listened to and considered. When teachers don't feel empowered, it can have a range of negative effects on both their well-being and their effectiveness in the classroom. Here are some potential consequences: decreased motivation and job satisfaction, reduced engagement, limited professional growth, negative impact on student learning, strained relationships with school leadership, and increased stress.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of teachers will agree their ideas are listened to and considered in the school improvement process.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

1. Monthly Curriculum Council meetings
2. Teacher Hotline via collaborative Padlet
3. Monthly Department meeting where School Improvement progress monitoring, and feedback are provided by teachers

Person responsible for monitoring outcome

I'Tita N. Finch and PLST

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Shared Leadership - Shared Leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, Shared Leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members.

Rationale:

Shared Leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community. Examples may include maintaining a strong Parent Teacher Student Association (PTSA) or an engaged Educational Excellence School Advisory Council (EESAC).

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Share leadership opportunities.

Person Monitoring:

SLT and I'Tita N. Finch

By When/Frequency:

8/14/24 - Whenever opportunities arise.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During opening of schools meeting establish and share leadership opportunities, and how to get involved in school-based committees. Outcome: Share and recruit teachers onto school-leadership committees. Fostering a school of teacher-leaders.

Action Step #2

Virtual teacher suggestion box.

Person Monitoring:

Elizabeth Ann Loffredo and Katora Mobley

By When/Frequency:

9/30/24 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a virtual 'Teacher Suggestion Box' (Padlet), Teacher recommended Hi-Tide Heroes for students and teachers. Outcome: Continue fostering a climate of collaboration, feedback, and rewards

Action Step #3

Engage the community.

Person Monitoring:

I'Tita N. Finch and Russell Rywell

By When/Frequency:

9/11/24 - Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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. Outcome: Build relationships with local business to assist with staff and student incentives.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

1. ESE Department meeting
2. Student data analysis of students with disabilities
3. Attendance Review of identified subgroup of students
4. Master scheduling and class placement review by ESE Dept. Chair/Specialist
5. Grade and credit audits of identified subgroup of students

Resources:

- Power BI
- Accelify

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

2023-2024 data shows our students with disabilities, federal percent of points index at 37%. This is 4% below the state's CSI schools.

1. Hire two interventionist (ELA & Math)
2. Identify targeted students with disabilities
3. Create intervention schedules including; pull-outs, before and after school tutoring, Saturday Academy and test-prep
4. Create an incentive plan for identified subgroup of students
5. Develop attendance/assessment plan to ensure students are present throughout the year for instruction, and present for testing.

Steps will be completed through the course of quarter one.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00