

Miami-Dade County Public Schools

Miami Sunset Senior High School



2015-16 School Improvement Plan

Miami Sunset Senior High School

13125 SW 72ND ST, Miami, FL 33183

<http://sunsethigh.dade.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Miami Sunset Senior High School is to provide the students with a personalized learning environment, academic rigor, innovative skills and knowledge to prepare them for challenging and rewarding careers in a global economy.

Provide the school's vision statement

Students will acquire the knowledge to function effectively in today's technology driven world by becoming self-directed lifelong learners that are able to provide positive contributions to society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Miami Sunset Senior High School learns about students' cultures and builds relationships between teachers and students through a variety of channels. We begin our school year by inviting parents and students to their Grade Level Orientation Night, scheduled for all grades 9-12. Class Sponsors, Student Services and our PTSA are present at the Orientations and we provide a Resource Fair for Parents to acquire Community Services as needed. Also, during our Title I Meetings and Open House there is a Community Resource Fair and Counselors available to assist with information ranging from the Parent/Student Portal to applying for Free and Reduced Lunch. Translators are present for those who have a need. Multi-cultural activities are scheduled throughout the year, such as, celebrating and providing information on Black History, Hispanic Heritage and the Holocaust. Club Sponsors for the Gay Straight Alliance, Spanish, Italian and Bible Clubs encourage students to support each other's differences and unique abilities. Our Student Services Team and Administration ensures that we have formed relationships with our students by providing students and their families with academic and emotional support. Our Administrative Team visits classes on a daily basis and has an Open Door Policy to encourage student/administrator interaction throughout the school day.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Miami Sunset creates an environment in which students feel safe and respected by encouraging them to get involved in school through athletics and activities. Students are aware of their Counselor and Administrator through grade level orientations, so that they always have someone to address their need for guidance and/or advice. The motto, "If you see something, say something" is shared with the student body to promote a safe learning environment. The District's Core Value Campaign and activities are announced each day by the Administration and the Student Government Board during announcements. Security Monitors are strategically placed in visible areas to promote safety and assistance throughout our campus. There are security cameras throughout the building and Security personnel monitoring cameras at all times. The Administration is visible throughout the school day and Teachers are asked to stand in hallways, at their doors to greet Students between classes. We have a full time School Resource Officer stationed on campus daily.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The School's Vision and Mission set the tone for classroom expectations. The Positive Behavior Support System(PBS) is being implemented as the school-wide discipline plan and is designed to reward students for positive behaviors. Dade Partners provide donations for rewards to students. "Do the Right Thing" shout outs are announced in order to promote positive behaviors. The Code of Student Conduct is enforced and Teachers utilize the Code of Student Conduct by aligning their expectations and using the appropriate corrective strategies. The Student Code of Conduct is followed with fidelity to ensure equity for all stakeholders. Students seen as a risk are monitored by Student Services and the PBS Disciplinary Team. Also, each morning the Administration and the Student Government Senior Board present the Districts' Initiative on "Core Values" and activities are provided to reinforce the "Core Value" for the week.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Miami Sunset Senior High School personnel provides and coordinates programs to ensure that the students' social-emotional needs are met. The services include individual, group counseling, conflict resolution sessions and peer-mediation provided by their grade-level Counselor. The Counselor has the expertise on issues ranging from program design to assessment and identifies interventions for students. Students are tracked and monitored by their corresponding Counselors. Teachers refer students that are in need of support and request assistance from the Administrative Team as necessary. The Special Education Department offers programs for students including Varying Exceptionalities (VE), Emotional Behavior Disorder (EBD), Other Health Impaired (V), Hearing Impaired (H), Autism Spectrum Disorder (ASD) and Intellectual Disabilities (IND) that assist with the needs of the diverse population. The SPED Department includes the Program Specialist, Department Chairperson, Behavior Management Teacher (BMT), EBD Clinician and EBD Art Therapist that work with the students to meet their individual needs. The School Social Worker and the Community Involvement Specialists link students and their families to community agencies to support the child's academic, emotional, behavioral and social success.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is one of the school's priority focus. All students are aware of expectations and procedures. Students have a Counselor and Administrator assigned to them for the four years who monitor their attendance and academic success. Students are called to the Office upon the 3rd absence by their perspective Counselor. Upon the 5th absence, A Parent Conference is scheduled and an Assistant Principal (AP) must be present. At that time an Attendance/Behavior Contract is to be signed by Parent, Student, Counselor and AP. Students acquiring 10 or more absences will lose privileges to attend any extra-curricular activities. A student acquiring 15 or more absences will require the involvement of the School Social Worker and a Truancy Packet completed with the Student and the Parent. Alternatives to suspensions are being implemented through the Positive Behavior Support System, Student Success Centers and the Pathways to Success programs. Administrative detentions and Saturday School assignments are utilized and provide an avenue where students can receive support for their infractions that are aligned to the Student Code of Conduct. When a student fails a course, he or she meets with their counselor to sign up for Credit Recovery through the options provided through FLVS and Adult Education. Interventions are in place

for students performing at a Level 1 on statewide assessments. Intensive Reading courses are in place allowing students to receive remediation and close the achievement gap in the areas of reading.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	96	104	122	243	565
One or more suspensions	0	0	0	297	297
Course failure in ELA or Math	126	147	105	11	389
Level 1 on statewide assessment	171	171	37	2	381

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies that the school will employ to improve the students' academic performance include the Attendance Review Committee comprised of Administrators, Counselors, Social Worker, Community Involvement Specialist (CIS), and any other Support Personnel such as BMT, EBD Clinician or any external support systems delineated to assist. Based on attendance and academic data, students are provided services that will meet their specific needs. Students with attendance below the 90% are referred to their Counselor and Administrator for an attendance meeting involving parents and in some cases completing an Attendance/Behavior Contract. Teachers assist in the monitoring of student truancy by requesting required documentation for absences. School Social Worker and CIS work closely with the administration and counselors to provide resources to students in need, as well as, conduct home visits to closely monitor attendance success. After FCAT data was received, Level 1 and 2 students were identified and placed in grade specific Intensive Reading courses which include computer-based programs that are designed to improve reading ability, facilitating the process of closing the achievement gap. Counselors and Teachers track students' academic progression and provide intervention as needed. The Lead Teachers support identified students through push-in, pull-out intervention and tutoring programs, paired with other technology resources such as Reading Plus, Cognitive Tutor, Edgenuity, Gizmos, etc.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49247>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dade Partners and District Advisory Board members are invited each year to a breakfast at school to provide a chance to network and showcase all the programs Miami Sunset has to offer. Academy Lead Teachers and Magnet Lead Teachers attend Curriculum Fairs throughout the district in an effort to recruit and retain students. We currently have four National Academy Foundations (NAF) in the areas of IT, Finance, Engineering and Hospitality and Tourism which provide our students with professional guest speakers, internships, field trips and Program Completion Certificates. Also, we continue to build our existing Academy of Health Sciences program. Additionally, we have been given the opportunity to adopt the new Magnet Program, Digital Media Magnet which includes a partnership with Florida International University. Miami Sunset offers Dual-Enrollment through a partnership with Miami Dade College Kendall Campus and a partnership Embry Riddle Aeronautical University for Engineering. Also, our students attend Baker Aviation for the shared-time program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lux, John	Principal
Garcia, Melissa	Assistant Principal
Cook, LeRon	Assistant Principal
Capparelli, Jeffrey	Teacher, K-12
Munoz, Raydelin	
Martinez, Michelle	Teacher, K-12
Gonzalez, Rebecca	Teacher, ESE
Jelenszky, Raquel	Teacher, K-12
Cuenca, Monica	Guidance Counselor
Gomez, Selene	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS/RTI Leadership Team will be composed of the following members:

- Dr. John C. Lux (Principal)
- Ms. Selene Gomez (Assistant Principal of Curriculum)
- Mr. Leron Cook (Assistant Principal)
- Ms. Melissa Garcia (Assistant Principal)

Ms. Michelle Martinez (SS Department Chairperson)
Ms. Elissa Guillo (Science Department Chairperson)
Ms. Raquel Jelenszky (LA Department Chairperson)
Mr. Jeffery Capparelli (Math Department Chairperson)
Ms. Alina Tapanes (ELL Department Chairperson)
Ms. Rebecca Gonzalez (SPED Department Chairperson)
Ms. Monica Cuenca (Student Services Department Chairperson)
Mr. Terence Williams (CTE Department Chairperson)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RTI Leadership Team has been an integral part of the development of the SIP. The team met with the Educational Excellence School Advisory Committee for input of the development of the SIP. Expectations were set for instruction, and processes and procedures were aligned. The team will be responsible for the implementation of the plan, as well as, for any adjustments needed to be made throughout the school year.

Title I

Services are funded to ensure that students requiring additional remediation are assisted through after tutoring programs. The District coordinates with Title II and Title III to ensure Staff development needs are provided. All Core Subject Department Chairpersons and the ELL Department Chairperson collaborate to develop, lead and evaluate school core content standards/programs. They identify and analyze existing literature, assessments and intervention approaches. They work with District personnel to identify systematic patterns of student need to identify evidenced-based intervention strategies to assist the students.

Title II

The District uses supplement funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs such as Reading, Gifted and ESOL Endorsement
- training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community(PLC) development and facilitation, as well as, Lesson Study Group implementation and protocol.
- training on the use of data and accountability talks

Title III

The following programs are provided for ELL students:

- tutorial programs
- software for the development language and literacy skills (Imagine Learning)
- reading and supplementary instructional materials

Nutrition Program:

-Miami Sunset adheres to and implements the nutrition requirements stated in the District's Wellness Policy. Nutrition education, as per state statute, is taught through Physical Education and Health Sciences.

Adult Education:

-High-school completion courses are available to all eligible students in the evening based on the Senior High Schools' recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

CTE:

-By promoting Career Pathways and Programs of Study, students will have a better understanding and appreciation of the Post Secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Students will gain an understanding of the

Business and Industry workforce requirements by acquiring Ready to Work and Industry Certifications. Readiness for Post Secondary will strengthen with the integration of academic and career technical component and coherent sequence of courses. Academy Teachers and Counselors recruit regular, disadvantaged and special needs students each Spring.

Job Training:

-Academy leaders will be meeting with Industry Leaders in their respective fields to identify job training opportunities in their pertinent careers. These job training opportunities will expose students to industry related objectives, requirements, and expectations of the job (i.e. dressing for success, interviewing, etc.).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
John C. Lux	Principal
Bruce Kozlowski	Teacher
Milagros Perez	Teacher
Martha Hernandez	Teacher
Michelle Martinez	Teacher
Dora Daly	Parent
Joanne Roberts	Business/Community
Max Nieto	Business/Community
Moises Rivera	Teacher
Jeffrey Capparelli	Teacher
Elissa Guillo	Teacher
Raquel Jelensky	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council meets monthly to discuss progress of the School Improvement Plan (SIP). Recommendations are given by the council. The EESAC committee is actively involved in making adjustments as needed. Monthly meetings provide all stakeholders with an opportunity to review the SIP and provide financial assistance to teachers and programs designed to assist student academic performance.

Development of this school improvement plan

The School Advisory Council at Miami Sunset Senior High meets once a month and works collaboratively to meet the goals of the School Improvement Plan. They assist in the review of modifications by program areas. Members work with their Departments to create strategies designed to remediate deficiencies and improve academic success. The progress made towards each goal is discussed, and the persons responsible for the fidelity and implementation and delivery of the instructional strategies, report results to the School Advisory Council. The School Advisory Council encourages parent and community participation and listens to any concerns expressed by the stakeholders. The council disperses incentive funds as required by State Statute.

Preparation of the school's annual budget and plan

The School Improvement funds will be utilized as requests are submitted to the EESAC Committee for consideration. The Committee will review each proposal and determine the monetary amount to be allocated.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The total balance of EESAC as of 10/30/14 was \$19,368.89.

The previous Principal, Dr. Cox, requested (in writing) \$8,000 to pay for hourly tutoring by hiring our day-school teachers to tutor after school Mondays through Thursdays. Tutoring was provided for State Assessments in English/Language Arts and for the EOC's in Algebra I, Biology, Geometry, and US History.

Dr. Cox also sought the remaining funds \$11,368.89 for the following technology needs. First, addressed the need to purchase an additional 8 desktop computers, in order to connect to existing Promethean Boards. We have a total of 89 boards. A total of 30 desktop computers were purchased through Adult Education for the classrooms in the A-wing. The A-wing is a space shared by both Day School and Adult Education. Through Title I, Dr. Cox was able to purchase 51 desktop computers. Additionally, Dr. Cox purchased a Laptop cart, with 30 laptops for the purposes of AP Capstone and to address the extensive Computer Based Testing that is required for every State Assessment. Any remaining monies was to be used to purchase consumable items, such as, toners for copy machines, printers and paper.

A consensus was reached, after much questioning and further clarification, to disperse the money. An itemized list was requested by the committee from the Principal, Dr. Cox, in order to validate the purchases.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lux, John	Principal
Garcia, Melissa	Assistant Principal
Martinez, Gladys	Instructional Coach
Capparelli, Jeffrey	Teacher, K-12
Martinez, Michelle	Teacher, K-12
Jelenszky, Raquel	Teacher, K-12
Gonzalez, Rebecca	Teacher, ESE
Gomez, Selene	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT's initiatives are based on the needs assessment from the data accumulated. The LLT's initiatives include: Assisting Instructional Staff in data collection, analysis and appropriate use of

FAIR, MYA, along with pre and post test data to guide instruction; Facilitate Professional Development in Differentiated Instruction strategies; Enhance the use of Literacy Best Practices across Core Subjects including, but not limited to Reading, Language Arts, Social Studies, Science and Mathematics; Incorporate intervention activities across the curriculum; Implement higher order thinking skills; Increase rigor through the use of higher order thinking questioning; Promote the use of Socratic Circles and student accountability talk; Ensure that the students are aware of their data and their areas of strengths and deficiencies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Miami Sunset Senior High School encourages positive working relationships between teachers by scheduling Collaborative/Common Planning opportunities bi-monthly. ESOL AND SPED Program teachers are part of the Collaborative/Common Planning activities to ensure equity of knowledge for each professional. Teachers are given department time to collaborate and interact in highly engaging instructional best practices. Professional Learning Communities and Study groups allow for teachers to work together and share best practices while engaging in innovative acquisition of research based practice. We have implemented a team building system of activities to increase morale and teacher camaraderie such as Sunset Social Committee to provide opportunities for the staff to meet after school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Establishing a Mentor/Mentee program (partnering a novice teacher with an experienced teacher within the same department.)
- Provide Professional Development opportunities that assist highly qualified teachers with deepening their content knowledge.
- In-house support networks, including collaborative planning, lesson study groups, and Professional Learning Communities (PLC) are offered in an attempt to retain teachers.
- Administration works with the District's Instructional Staffing Office to identify highly qualified professionals.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New Teacher Mentors are selected based on having successfully completed the district's MINT training program (i.e. Overview of Mentoring and Induction for New Teachers-MINT and Instruction to Instructional Mentoring). Teachers new to the profession are eligible to receive a Site-based Mentor. Teachers with previous teaching experience and Teachers in years two and three are eligible to receive a Buddy Teacher. Buddy Teachers occupy a leadership role within the school, such as a Department Chairperson, Grade-Level Chairperson or National Board Certified Teacher. Teachers are paired with a Mentor or Buddy Teacher based on their content area when possible and to ensure that they receive the support, information and Professional Development necessary to succeed in the profession.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Miami Sunset Senior ensures that the core instructional programs and materials are aligned to the Florida Standards through the alignment and use of State and District Pacing Guides, core texts, instructional routines and frameworks. The Literacy courses and the objectives are in alignment with the State's Comprehensive Research-Based Reading Plan (CRRP). These models are maintained with fidelity. Administrative walkthroughs and feedback, Faculty and Department Meetings, Professional Development and Collaborative/Common Planning are all methods utilized to ensure fidelity.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students have been placed by FCAT proficiency levels in the corresponding courses such as Intensive Reading. Data chats are conducted by Administrators with Teachers. Teachers conduct data chats with students. Data is used to group students and drive instruction based on student need. Data from district assessments is used to adjust curriculum, differentiate instruction, modify lesson plans and reflect on Best Practices and content to better serve needs of students. Examples, such as, Fair, Thinkgate and Cognitive Tutor data reports are analyzed and used to determine instructional needs. Also, the on-going use of data, based on teacher made assessments is used to modify instruction.

Data is also used to identify students with potential for Honors and Advanced Placement courses. PERT data identifies students' level of college readiness. College prep classes are created to serve the needs of students who are eligible to exit out of Intensive Reading courses based on proficiency data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 11,300

Students are afforded the opportunity to retake courses that they were unsuccessful in by participating in Adult Education and Florida Virtual School (FLVS). In addition, students are provided an opportunity to receive remediation and enrichment during after school tutorial sessions.

Strategy Rationale

These extended learning opportunities allow students to work in much smaller settings with highly qualified teachers and interventionists. Student data is used to develop the lesson plan objectives and the targeted area of support. In addition, Curriculum Support Specialists and Department Chairpersons provide training and modeling of specific best practices to interventionists and teachers.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lux, John, johnclux@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collection is the responsibility of the Administrators, Lead Teachers, Department Chairpersons and Teachers over the instructional area. Data includes teacher-made class assessments, as well as, quarterly District exams. Using the data chat process, all stakeholders are able to determine whether or not students are making progress and devise a plan for further enrichment or remediation. The effectiveness of the intervention materials are also discussed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

An Articulation Meeting is held with all incoming Feeder Pattern schools to discuss curriculum amongst Department Chairpersons. An Academy Day is held annually where Middle School students are invited to visit our campus and acquire information on all Academies and Magnet Programs offered. Students also have the opportunity to experience a pep rally organized by the Student Government Association. Post secondary preparations are provided to upper level students to assist with transition to post secondary institutions. A College Fair is held annually, as well as, an annual College Visit Tour. A Scholarship Bulletin is posted on Miami Sunset's website bi-monthly. College entrance exam Fee-Waivers are provided to students on Free and Reduced Lunch. Post Secondary Universities, Colleges, Military Organizations, Vocational Programs are invited to present to the student body.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Miami Sunset is a wall-to-wall academy school with nine career Academies. Each student will select an Academy to be completed outside the core and required curriculum, offering him/her an opportunity to explore in depth an area of interest. In addition, students have FOUR other elective courses through which they can explore a variety of areas. Honors and Advanced Placement Courses are offered in all the core courses as well as in the Academy classes. We have a Medical Magnet which was added during the 2012-13 school year. Also, the Engineering Magnet has established a partnership with Embry Riddle Aeronautical University. During the 2015-16 school year we have added the Digital Media/Communications Magnet through a partnership with Florida International University (FIU). Also, the Florida Educational Credit Union has established a partnership with us and the students to operate a Satellite Branch on-site supervised by Credit Union personnel and the Academy Teacher. Additionally, we have started a Dual-Enrollment Program with Miami Dade College - Kendall Campus (MDC) and provide transportation for the students to and from the MDC Campus. Another partnership that is in effect is the Baker Aviation Program, where the students attend Baker Aviation for the Aviation Program classes and then return to Miami Sunset Sr. for core instruction. We currently offer four National Academy Foundation (NAF) Academies: Engineering, Finance, Information Technology and Hospitality and Tourism. National Academy Foundation Miami Sunset also has the following academies: Advanced Global Studies (AGS), Education, Law and Public Service and Visual and Performing Arts. Eleventh and twelfth grade students can select a work related program in which they take a Career Exploration course and get credits for maintaining employment, as On the Job Training (OJT). The selection of one of nine academies demonstrates the students' preference for meaningful career planning. The cross curriculum instruction allows for the connection between course-work and application.

Next, in order to recruit students, Academy Lead Teachers visit the area Middle Schools and provide information to the Parents. Also, current 8th grade students are invited to an Academy Day field trip to view a video, listen to students and Academy Leaders presentations. Also, they receive flyers and brochures outlining the Academies and courses at Miami Sunset. Counselors will continue to conduct Subject Selection processes at each Middle School and for each In-House Student during the Spring of 2016. Parents' signatures are required on the Subject Selection Sheets. Counselors monitor the students' ConnectEdu where they can search for colleges, scholarships and create resumes. Additionally, students are encouraged to utilize the available technology by enrolling in Florida Virtual School (FLVS) in order to advance or for credit recovery.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers a variety of academic strands that lead to Industry Certifications. This empowers the student to navigate through their high school years with a plan to enter the workforce, Trade School, College or University. The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by encouraging interdisciplinary lessons and expanding lessons that are cross-curricular. Students are presented with lessons that have value and relevance to real life scenarios. There are also several course offerings in Advanced Placement and Dual Enrollment that provide the avenue to acquire College credits. Additionally, there are partnerships with two secondary institutions, Florida International University and Embry Riddle Aeronautical University that provide support for our students to experience instruction and a program track that will lead the students to post-secondary education.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Miami Sunset Senior High School enrolls students in the Academy of their choice. Field trips and guest speakers offer students opportunities to explore post secondary options. Summer Internships are made available to students for further experience and exploration of post secondary opportunities. Promoting the Dual Enrollment Program with Florida International University and Miami Dade Community College allows students to earn college and post secondary credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees. Additionally, promoting enrollment in Advanced Placement courses – Miami Sunset offers 22 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Counselors meet with students three times a year to ensure adequate progress and placement in academic classes. They review GPA, graduation requirements, 5 point rule, honors and AP class requirements, as well as, Academy classes. Student are registered for Adult Education and FLVS as needed to recover credits. Promoting the Dual Enrollment program allows students to earn College and post secondary credits in High School and provides more opportunities for student to complete two and four post secondary degrees. The school creates re-take classes to provide additional support for students to pass the Standardized Assessments. The Dual Enrollment Coordinator analyzes the College Board AP Potential Report to target students for Honors, AP Courses and Dual Enrollment to increase the percentage of graduates who complete a Dual Enrollment Course. Our Test Chairperson promotes the administration of the PSAT for all 9th and 10th graders.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving the attendance rate in order to provide consistent academic instruction to improve student success on Standardized Assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving the attendance rate in order to provide consistent academic instruction to improve student success on Standardized Assessments. 1a

G070604

Targets Supported 1b

Indicator	Annual Target
Attendance rate	71.0

Resources Available to Support the Goal 2

- The Attendance Review Committee and Administrators created an Attendance Plan to improve student attendance. The Parent, Student, Counselors, Community Involvement Specialist, School Social Worker, Assistant Principal and Principal are all involved in the process to assist the student in academic achievement.

Targeted Barriers to Achieving the Goal 3

- Difficulties with student motivation toward academic instruction.

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Progress Toward G1. 8

Data disaggregation; Interim assessments; Florida Standards Assessment/EOC

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving the attendance rate in order to provide consistent academic instruction to improve student success on Standardized Assessments. **1**

 G070604

G1.B1 Difficulties with student motivation toward academic instruction. **2**

 B183963

G1.B1.S1 Effective Planning and Instructional Delivery **4**

 S195558

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 **5**

Provide a Parent/Student grade level presentations to explain the Attendance Rules & Responsibilities per District guidelines.

Person Responsible

John Lux

Schedule

On 9/10/2015

Evidence of Completion

Hand-outs and Sign-in sheets

Action Step 2 5

Counselor will schedule a conference with Parent and Student after the third absence.

Person Responsible

Monica Cuenca

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance Bulletin and Counselor Sign-In Sheets

Action Step 3 5

Counselor will schedule conference with the Parent, Student, Assistant Principal, and Community Involvement Specialist after the fifth absence. Attendance/Behavior Contract is signed with the parent and student.

Person Responsible

Monica Cuenca

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance Bulletin, Counselor Sign-In Sheets and Attendance Contract

Action Step 4 5

Counselor will schedule conference with the Parent, Student, Assistant Principal, Principal and Community Involvement Specialist after the tenth absence. Attendance/Behavior Contract is signed with the parent and student. Student is removed from all extra-curricular activities and provided with Community Resources and alternate educational options.

Person Responsible

Monica Cuenca

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance Bulletin, Counselor Sign-In Sheets and Attendance Contract

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walk throughs; review lesson plans

Person Responsible

John Lux

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review Attendance Bulletin daily for excessive absences

Person Responsible

John Lux

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review Attendance Bulletin daily for excessive absences

Person Responsible

John Lux

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review Attendance Bulletin daily for excessive absences

Person Responsible

John Lux

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review Attendance Bulletin daily for excessive absences

Person Responsible

John Lux

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student folders; classroom assessment; interim results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review Attendance Bulletin daily for excessive absences

Person Responsible

John Lux

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student folders; classroom assessment; interim results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide a Parent/Student grade level presentations to explain the Attendance Rules & Responsibilities per District guidelines.	Lux, John	8/24/2015	Hand-outs and Sign-in sheets	9/10/2015 one-time
G1.B1.S1.A2	Counselor will schedule a conference with Parent and Student after the third absence.	Cuenca, Monica	8/24/2015	Attendance Bulletin and Counselor Sign-In Sheets	6/2/2016 weekly
G1.B1.S1.A3	Counselor will schedule conference with the Parent, Student, Assistant Principal, and Community Involvement Specialist after the fifth absence. Attendance/ Behavior Contract is signed with the parent and student.	Cuenca, Monica	8/24/2015	Attendance Bulletin, Counselor Sign-In Sheets and Attendance Contract	6/2/2016 daily
G1.B1.S1.A4	Counselor will schedule conference with the Parent, Student, Assistant Principal, Principal and Community Involvement Specialist after the tenth absence. Attendance/Behavior Contract is signed	Cuenca, Monica	8/24/2015	Attendance Bulletin, Counselor Sign-In Sheets and Attendance Contract	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with the parent and student. Student is removed from all extra-curricular activities and provided with Community Resources and alternate educational options.				
G1.MA1	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA2	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA3	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA4	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA5	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.MA6	Data disaggregation; Interim assessments; Florida Standards Assessment/EOC		8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA1	Review Attendance Bulletin daily for excessive absences	Lux, John	8/24/2015	Student folders; classroom assessment; interim results	6/2/2016 weekly
G1.B1.S1.MA2	Review Attendance Bulletin daily for excessive absences	Lux, John	8/24/2015	Student folders; classroom assessment; interim results	6/2/2016 weekly
G1.B1.S1.MA3	Review Attendance Bulletin daily for excessive absences	Lux, John	8/24/2015	Student folders; classroom assessment; interim results	6/2/2016 weekly
G1.B1.S1.MA4	Review Attendance Bulletin daily for excessive absences	Lux, John	8/24/2015	Student folders; classroom assessment; interim results	6/2/2016 weekly
G1.B1.S1.MA5	Review Attendance Bulletin daily for excessive absences	Lux, John	8/24/2015	Student folders; classroom assessment; interim results	6/2/2016 weekly
G1.B1.S1.MA1	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA3	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA4	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA5	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA6	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly
G1.B1.S1.MA7	Conduct classroom walk throughs; review lesson plans	Lux, John	8/18/2014	Student folders; classroom assessment; interim results	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide a Parent/Student grade level presentations to explain the Attendance Rules & Responsibilities per District guidelines.	\$0.00
2	G1.B1.S1.A2	Counselor will schedule a conference with Parent and Student after the third absence.	\$0.00
3	G1.B1.S1.A3	Counselor will schedule conference with the Parent, Student, Assistant Principal, and Community Involvement Specialist after the fifth absence. Attendance/Behavior Contract is signed with the parent and student.	\$0.00
4	G1.B1.S1.A4	Counselor will schedule conference with the Parent, Student, Assistant Principal, Principal and Community Involvement Specialist after the tenth absence. Attendance/Behavior Contract is signed with the parent and student. Student is removed from all extra-curricular activities and provided with Community Resources and alternate educational options.	\$0.00
Total:			\$0.00