

Miami-Dade County Public Schools

Miami Southridge Senior High



2016-17 Schoolwide Improvement Plan

Miami Southridge Senior High

19355 SW 114TH AVE, Miami, FL 33157

<http://www.miamisouthridge.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Southridge Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Miami Southridge Senior High School is to foster our students' desires to become life-long learners by incorporating relevant community, global and technology issues as well as expectations for high academic achievement into our curriculum. We empower our students to know they can succeed in our diverse and dynamic society.

b. Provide the school's vision statement.

Miami Southridge Senior High School is dedicated to creating a quality learning environment which embraces innovative technology and instructional rigor to meet global challenges by cultivating a safe, nurturing, and equitable environment for students, teachers, parents, and our community.

2. School Environment

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

Annually, each school has students take a climate survey and the results are sent to the Title One office in the District. Our school utilized the data which asked students, teachers and parents if they feel safe at their school, the programs that are offered and what activities and clubs students can participate in to stay involved. Additionally, at Miami Southridge Senior High School, participation on EESAC, the Literacy Leadership Team meetings, department meetings, common plannings, attending club meetings and participation in athletics are some examples of how to build the connections between teachers and students here at Southridge. Additionally, teachers take the time to build a rapport with their students during the first weeks of school by establishing routines. Administrators, teachers and staff greet students during the change of classes in order to build relationships. Building this bridge takes time and energy.

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

- Before School: Upon arrival to school, students are greeted by administration and security at different posts surrounding the school such as the bus depot, the main entrance and the cafeteria. There is only one entrance where students can access the building before 7:10 am. After this time, all exterior doors are opened for full access to the building. Students are routinely checked to ensure that they are wearing the correct uniform and have their school-issued identification visible when entering the building.
- During School: Administration, the PBS team and security are visible at all times to ensure that they are reinforcing the Positive Behavior System (see below in question C). During the instructional day, lunch mentoring and counseling services are provided to the students so they feel safe.
- After School: Students are encouraged to participate in clubs, activities, the arts and athletics promoting active involvement in the school. In addition, students are encouraged to attend after school tutoring in the Media Center Monday through Thursday from 2:30-3:30.

c. 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.

At Miami Southridge SHS, a committee that consists of the administration, PBS Coach, Ruler director, parents, students and community members work together to develop the progressive discipline plan. The plan, generated by the PBS team, was developed to address excessive tardies, attendance, student code of conduct and to reward positive behavior. The rewards and/or consequences are progressive in nature which aligns to the student code of conduct. School personnel were trained on the progressive discipline plan during the opening of schools so that the instructional block would run smoothly. Each teacher posted the plans in their classroom so that the rules, rewards and consequences would be clear and consistent throughout the building. Yale University provided our school this year with a Ruler program which assists students with social and emotional learning. It is grounded in the principles of assessing the individual's energy and pleasantness to determine the current mood. Once this is determined, strategies are put into place to assist students with expressing and regulating emotions. The Ruler director is available to assist the PBS team with carrying out this vision.

d. 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 Southridge Senior High School addresses the social-emotional needs by utilizing our student services department as the first layer of support. These include counselors, Ruler director, PBS Coach, the Graduation Coach, TRUST counselor, SPED Counselor, Behavior Management teacher, Art Therapist, psychologist and social workers. Additionally, our school offers mentoring programs before school, during lunch and after school. Outside agencies have been contracted to help support the social and emotional well-being of our students. Some of these programs include City Year and Big Brothers Big Sisters of America. Clubs and activities are available to our students to encourage involvement such as the 5000 Role Models of Excellence and the Women of Tomorrow Mentoring Program.

3. Early Warning Systems

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

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

Across grade levels students are tracked in collaboration with the administration, PBS Coach, Ruler director and student services to address:

1. Attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	24	120	111	138	393
One or more suspensions	0	0	0	0	0	0	0	0	0	74	68	46	32	220
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	94	82	78	46	300
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	213	175	153	175	716
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	10	51	40	108	209

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

Continue to develop the school-wide Positive Behavior Support Program (PBS), which is also referred to as the Ideal Spartan Program (ISP). In addition, we will continue to utilize the Alternative to Suspension Programs (ASP), such as Peer Mediation, counseling, and by continuing to implement the City Year mentoring program throughout the school with the focus being on the incoming freshman class.

Additionally, students are scheduled in a Freshman Experience class in grade 9. The curriculum used is called iTransition which has a motivational coach assigned. The district has out sourced these coaches to provide students the social emotional support necessary in grade 9. Also, the district has provided us with a full time social worker to provide this social emotional support to all students.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322087>.

2. Description

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

2. 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.

Miami Southridge Senior High School employs a Community Involvement Specialist (CIS) to assist the school site in building active partners and relationships within the community. This individual collaborates with the administration, PTSA, homeless students, works in collaboration with student services, and assists with home visits.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Miret, Humberto J.	Principal
Hall, Walter	Assistant Principal
Abate, Amy	Assistant Principal
Morales, Alejandro	Assistant Principal
Aviles Knight, Lisa	Instructional Coach
Dixon, Shaundrea	Other
Wood, Tim	Other
Vital, Jorge	Teacher, K-12
Del Valle, Dulce	Other
Beall, Angela	Other
Gonzalez, Lisandra	School Counselor
Carney, Shawn	Other

b. Duties

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

The School Leadership Team will focus on:

- Aligning plans and procedures to execute the vision of the school
- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicating with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development

2. 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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The team will determine what data eliminates are needed in order to answer to the following questions: How we will know if students have made expected levels of progress towards proficiency? What progress will show a positive response?
4. After the questions from number 3 are answered, the team will continue to follow the problem solving process in order to monitor progress with instruction. The team will create systems when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 :

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific support and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years data across grade levels is used to examine the impact, support, focus or prevention/early intervention efforts.

Tier 3 SST

MTSS members, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Skills Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school

through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental 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, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
 - Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
 - Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
 - The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Humberto J. Miret	Principal
Sofia DaSilva	Teacher
Angela Beall	Teacher
Tania Dias	Teacher
Xiomara Disla	Teacher
Teresita Garcia	Education Support Employee
Leslie Acosta	Parent
Jodi English	Teacher
Elaine Mora	Business/Community
Alba Flores	Parent
Jeff Diego	Parent
Shaundrea Dixon	Teacher
Taylor Kollen	Business/Community
Renee Miller	Business/Community
Elaine Mora	Business/Community
Tania Roda	Business/Community
Nieves Rodriguez	Parent
Janice Isaza	Parent
Belkis Vidal	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC), Literacy Leadership Teams, departments and common planning teams by subject work together to review, reflect and amend the plan in terms of what worked and what did not work. After reviewing their section under the leadership of their instructional coach and/or department chairperson, each discipline turned in their reflection/change form (from OSI) to the assistant principal of curriculum who in turn presented the information to the EESAC.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) collaborates with the administration and instructional coaches in developing strategies and next steps for the 2015-2016 school year by subject and content area. The reflection/change forms(from OSI) that each discipline completed at the end of the year delineate what barriers and strategies still existing in each subject. In addition, the School's Instructional Review develops Action Plans that clearly target specific barriers with clear action steps. These Action Plans are used to develop the problem solving piece of the school improvement plan.

c. Preparation of the school's annual budget and plan

\$10, 000.00 is available in the school's annual budget (\$5 per FTE). The EESAC chairperson advertised to the staff that if they are interested in using these funds they must attend the October

meeting with their proposals.

EESAC will vote on which proposals will be spent and approved with EESAC dollars.

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

- Incentives for students (Field trips, awards) - \$5,000.00
- Parent Workshops / Family Nights -\$1,000.00
- Technology-remainder of the funds

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Miret, Humberto J.	Principal
Hall, Walter	Assistant Principal
Bess, Kyla	Instructional Coach
Aviles Knight, Lisa	Instructional Coach
Abate, Amy	Assistant Principal
Lightbourne, Monique	Administrative Support
Dixon, Shaundrea	Teacher, K-12
Brown, Curtis	Instructional Coach
Morales, Alejandro	Assistant Principal
Dias, Tania	Teacher, K-12
Gonzalez, Lisandra	School Counselor
Delaguardia, Eyleen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- The Literacy Leadership Team will focus on continuing the advancement and improvement of School wide literacy. The essential question, "How do we ensure all students are positively impacted by literacy?" will be reflected on as the team. The LLT will develop literacy strategies across the content to include collaborative conversations, Higher Order questioning, writing across contents, and the Gradual Release Model
- The Literacy Leadership Team will work in conjunction with the PD liaison and administration to design a 2014-2015 professional development plan for the staff and its needs. Opportunities for PD on the above mentioned topics will occur either during early release days, non opt days and weekly common planning.
- In addition, the Literacy Leadership Team will ensure that professional development is offered to

support the staff with aligning lessons and end products to the new standards. The main vehicle for professional development will be common planning.

D. Public and Collaborative Teaching

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

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

Miami Southridge Senior High School promotes positive working relationships between teachers and students by conducting school-wide common planning across disciplines. This has been built into the master schedule and occurs once a week during that period either on a Monday or a Tuesday. Common planning for literacy is by grade level which includes intensive reading programs, English, and Social Studies. For Mathematics and Science it is by subject within the content. For example, Algebra 1, Geometry, and Biology. On-going professional development through common planning by department; early release best practices training; and quarterly lesson studies are professional development opportunities that allow teachers to collaborate and plan with other teachers in the same discipline as well as across the curriculum.

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

Post vacant positions on E-Recruiting website- Vice-Principal
Ongoing Communication with District Recruitment Office- Principal, Vice Principal
Common Planning Activities- Academic Coaches, Department Chairs
Assignment of New Teachers to Mentor Teachers/Assistant Principal
District New Teacher Orientation Professional Development- Vice Principal

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

A teacher will receive a mentor if:

- They are new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- They are first and second year teachers in Education Transformation Office schools which are eligible to receive a MINT certified site-based mentor. This will take place because we are an ETO school.

Support will be provided to 2nd and 3rd year teachers:

- With previous teaching experience who are in years two and three of their career and are eligible to receive a buddy teacher.
- By a buddy teacher who occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional programs are purchased by the district and are updated during the adoption year. Due to the new Florida standards, new pacing guides and instructional tools have been developed to assist the teachers in aligning the instructional programs with the standards. In addition, the teachers

at Miami Southridge Senior High School use the Supplemental Instructional Guide (SIG) and iSPECS Planning Tool during common planning. This allows the teachers to unpack the standard, define a learning target, design a daily end product and plan a final, culminating end product. Using the SIG and iSPECS tool, teacher editions as well as planning with the pacing guide assists with alignment of the programs and materials.

b. Instructional Strategies

1. 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.

The teaching staff follows the 90 minute instructional framework in order to differentiate instruction to meet the needs of diverse students. This means that after 30 minutes of whole group instruction, the teacher provides teacher-led small groups for the last 60 minutes of the block. The students are grouped based on data from either the FSA, EOC, or FAIR-FS. The data being used by the teachers to target instruction depends on the subject that is being taught.

2. 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: Extended School Day

Minutes added to school year: 3,300

Miami Southridge Senior High School offers students additional time for learning in both remediation and enrichment. Students are offered After School Tutoring, Dual Enrollment and Advance Placement Courses as well as participation in Academies.

Strategy Rationale

The increase in time for learning for both remediation and enrichment affords students with the opportunity to graduate in 4 years, attend post secondary institutions, and ultimately be successful at what they do.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abate, Amy, aabate@dadeschools.net

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

Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is being taught is effective. In addition, data is analyzed from the professional development to find out which staff members have attended and if best practices are being implemented in the classrooms.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During the articulation process, subject selection is one of the strategies our school utilizes in terms of transitioning cohorts from one school to another. Although many course offerings vary from school to school, there are still core classes that remain constant within a cohort year. In addition, the requirements for graduation (as stated in the Pupil Progression Plan) are discussed at length throughout the articulation process. This allows for a smooth transition if the need arises.

b. College and Career Readiness

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

The students at Miami Southridge Senior High select an academy when entering their 9th grade year. Currently, the school offer academy choices:

- Business & Information Technology Academy
- Visual & Performing Arts Academy
- Law Enforcement and Forensic Science Magnet
- Medical Academy
- Southridge Preparatory Academy
- Advance Placement and Dual Enrollment
- AP Capstone Magnet

Of the academies, these four (Law and Public Service, Business & Information Technology, Education & Health Science) lead to industry certification. Moreover, Miami Southridge Senior High, in collaboration with Florida International University (FIU), has added Dual Enrollment courses to the curriculum. This will also provide eligible students to earn college credit at Miami Southridge Senior High School.

The academies are promoted in a variety of ways. First, academy leaders design and present information to all stakeholders using several venues. Future students, parents, and community members attend the Freshmen Recruitment Fair on Campus. These stakeholders have an opportunity to meet and greet our administrators, academy leaders, and academy students. An extensive curriculum presentation is displayed throughout the school lobby and gym. Parents and prospective students have the flexibility to attend one of the academy presentations and/or simply walk through the lobby to view the displays and student created exhibitions for a particular academy.

Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose, an opportunity to see student work displayed as well as speak to teachers and other students about courses they may be interested in.

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

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective that these courses create relevance for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands-on experience in the work force. Students in courses that offer work experience may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

Also, Miami Southridge Senior High has partnered with the Metro-Dade Police departments. Students who are enrolled in the Law Enforcement and Forensic Science Academy discuss current events with

a Metro-Dade Police Officers on a monthly basis as well as on the job training by working hands on participating in opsttical courses. In addition, the school has added more electives in the field of Health Science/Public Service that lead to industry certification in the field fo nursing.

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

According to the High School Feedback Report, 31.7% attended a community college; 6.91% attended a state university in Florida; and 2.07% attended a technical education center in Florida. The Graduation Coach plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (58.7%), ACT (55.0%), and/or PERT(14.7) by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or financial aid process. In addition, the Graduation Coach will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted at Miami Southridge Senior High School as well as a Senior Parent night.

4. 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.

Miami Southridge Senior High School works with the student services department and the graduation coach to improve student readiness for the post secondary level. If students have not meet the requirements for graduation due to the FCAT (grade 12) or FSA (grade 11), then students are tutored and provided interventions to take the ACT for a concordant score. The graduation coach assists students with registering for the ACT, SAT and tracking their admission to post-secondary institutions. In addition, students are given the opportunity to take the PERT so that post secondary institutions will not place students in remedial courses. In addition, student are tracked by their counselor by placing them on a plan towards graduating in four years.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If complex critical thinking questions are incorporated in all content areas then student achievement will increase.

Strategic Goals Detail

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

G1. If complex critical thinking questions are incorporated in all content areas then student achievement will increase. 1a

 G083570

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of text dependent questions that lead to collaborative discussions and produce evidence based responses are not evident.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches (Literacy, Mathematics, and Science)
- Common Planning
- Curriculum Support Specialists (Literacy, Mathematics, and Science)
- City Year
- Supplemental Materials
- Technology (tablets for 9th and 10th grade students, Promethean Boards, computer-based programs)
- Item Specs
- Pacing Guides
- C-Palms

Plan to Monitor Progress Toward G1. 8

Analyze formative assessment data to determine if student performance is improving in all areas.

Person Responsible

Humberto J. Miret

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

FSA ELA MidYear assessments, baseline and midyear EOC data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If complex critical thinking questions are incorporated in all content areas then student achievement will increase. **1**

 G083570

G1.B2 Lack of text dependent questions that lead to collaborative discussions and produce evidence based responses are not evident. **2**

 B221749

G1.B2.S1 Through common planning, the Instructional Coaches will guide teachers in the development of Complex Questions that leads to evidence based response. **4**

 S233977

Strategy Rationale

By requiring ALL students to answer complex questions, they become involved in the lesson and will gain a deeper understanding of the content by challenging them to think critically.

Action Step 1 **5**

During common planning coach will guide teachers in the creating at least one complex question that results in an evidence based response for each lesson.

Person Responsible

Monique Lightbourne

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, students writing samples (Require ALL students to write an answer the question)

Action Step 2 **5**

Teachers will Explicitly Model the Thinking Process for the evidence based responses with the students.

Person Responsible

Amy Abate

Schedule

Weekly, from 8/23/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, students writing samples (Require ALL students to write an answer the question)

Action Step 3 5

A professional development will be provided to facilitate strategies to promote collaborative discussion to reach evident based responses such as Think-Write-Pair-Share-Revise Response; Group activities (project based)

Person Responsible

Curtis Brown

Schedule

On 8/30/2016

Evidence of Completion

PD sign in sheet; lesson plan which includes one of the strategies

Action Step 4 5

Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons throughout the year to promote collaborative discussions that lead to evidence based responses as well as provide coaching support to those in need.

Person Responsible

Amy Abate

Schedule

Biweekly, from 8/31/2016 to 6/8/2017

Evidence of Completion

Common planning sign in sheets; lesson plans; coaching logs; administrative walkthrough logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations will take place to monitor implementation of the use of higher order questions and determine if additional support is needed.

Person Responsible

Amy Abate

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Coaching calendar and reflection logs; administrative walk-through logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyze student writing samples and provide corrective feedback.

Person Responsible

Monique Lightbourne








Schedule

On 6/7/2017

Evidence of Completion

coaching logs; student work samples, bell ringers, exit slips, and topic tests

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M305028	Analyze formative assessment data to determine if student performance is improving in all areas.	Miret, Humberto J.	8/24/2015	FSA ELA MidYear assessments, baseline and midyear EOC data	6/9/2016 quarterly
G1.B2.S1.A3  A300555	A professional development will be provided to facilitate strategies to promote collaborative...	Brown, Curtis	8/30/2016	PD sign in sheet; lesson plan which includes one of the strategies	8/30/2016 one-time
G1.B2.S1.MA1  M305024	Analyze student writing samples and provide corrective feedback.	Lightbourne, Monique	9/5/2016	coaching logs; student work samples, bell ringers, exit slips, and topic tests	6/7/2017 one-time
G1.B2.S1.MA1  M305025	Classroom observations will take place to monitor implementation of the use of higher order...	Abate, Amy	9/5/2016	Coaching calendar and reflection logs; administrative walk-through logs	6/8/2017 biweekly
G1.B2.S1.A1  A300553	During common planning coach will guide teachers in the creating at least one complex question that...	Lightbourne, Monique	8/29/2016	Lesson Plans, students writing samples (Require ALL students to write an answer the question)	6/8/2017 weekly
G1.B2.S1.A2  A300554	Teachers will Explicitly Model the Thinking Process for the evidence based responses with the...	Abate, Amy	8/23/2016	Lesson Plans, students writing samples (Require ALL students to write an answer the question)	6/8/2017 weekly
G1.B2.S1.A4  A300556	Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons...	Abate, Amy	8/31/2016	Common planning sign in sheets; lesson plans; coaching logs; administrative walkthrough logs	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. If complex critical thinking questions are incorporated in all content areas then student achievement will increase.

G1.B2 Lack of text dependent questions that lead to collaborative discussions and produce evidence based responses are not evident.

G1.B2.S1 Through common planning, the Instructional Coaches will guide teachers in the development of Complex Questions that leads to evidence based response.

PD Opportunity 1

A professional development will be provided to facilitate strategies to promote collaborative discussion to reach evident based responses such as Think-Write-Pair-Share-Revise Response; Group activities (project based)

Facilitator

Instructional coaches(Transformation coaches)

Participants

Departments

Schedule

On 8/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	During common planning coach will guide teachers in the creating at least one complex question that results in an evidence based response for each lesson.	\$0.00
2	G1.B2.S1.A2	Teachers will Explicitly Model the Thinking Process for the evidence based responses with the students.	\$0.00
3	G1.B2.S1.A3	A professional development will be provided to facilitate strategies to promote collaborative discussion to reach evident based responses such as Think-Write-Pair-Share-Revise Response; Group activities (project based)	\$0.00
4	G1.B2.S1.A4	Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons throughout the year to promote collaborative discussions that lead to evidence based responses as well as provide coaching support to those in need.	\$0.00
Total:			\$0.00