

Miami-Dade County Public Schools

South Miami Senior High School



2016-17 Schoolwide Improvement Plan

South Miami Senior High School

6856 SW 53RD ST, Miami, FL 33155

<http://smsh.dadeschools.net/>

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 9-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

**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>.

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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 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 South Miami Senior High School

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.

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth, and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all our students.

b. Provide the school's vision statement.

Preparing our students to succeed in tomorrow's global community.

South Miami Senior High School is dedicated to student achievement. We work diligently to increase access for parents and students to advanced academic courses. Additionally, we strive to increase Special Education (SPED) student participation in regular education classes, as well as, encourage English Language Learners (ELL) students to take advanced courses. Reading development is another fundamental aspect in ensuring increased student achievement for all students. Emphasis is given to reading across the curriculum for this purpose. South Miami Senior High honors the diversity of our community by working as a team to ensure the educational success of all our students, with integrity, honesty, respect, and fairness.

2. School Environment

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

Prior to the start of each school year, a new student orientation is held and incoming new students are taken on a tour of the school. Grade level assemblies are conducted within the first two weeks of school to familiarize students with the school's academic and behavioral goals and plans. Students are introduced to school policies as well as our student services department. New families are welcomed into our school and front office staff makes every attempt to make families feel comfortable and part of the Cobra family. Through our daily school news cast, students and teachers are kept abreast of school news, and upcoming events. With the implementation of social media as well as text messaging services, all stakeholders have the opportunity to stay informed, learn about our school's culture and build relationships.

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

South Miami Senior High School works on creating and developing a and positive educational environment by implementing:

- * positive teacher/student relationships
- * a nurturing atmosphere (welcoming classrooms)
- * clear and consistent expectations for behavior (Student Code of Conduct Assemblies)
- * routines and rituals
- * appropriate amounts of structure for specific situations/needs (Counseling, Social Worker, Clubs/ Groups)
- * proactive intervention of problems (RtI/MTSS, Teen Court, Alternative to Suspension, Award

Assemblies)

- * social media to promote school events and school involvement.
- * text messaging services to inform students, parents, and teachers of school events.

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.

South Miami Senior High School implements the District's approved Code of Student Conduct for Secondary School manual and is posted on our school's website in English and Spanish. This manual follows the progressive discipline model, the consequences for each level/infraction, and the behaviors and corrective strategies. All corrective strategies used by our school-site administrators are in compliance with School Board rules and policies and are discussed with faculty during faculty meeting and with our students during the grade level assemblies.

South Miami Senior High School has also implemented a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

South Miami Senior High School has also adopted the district's Values Matter campaign in which students are taught about different values, through videos, trainings, and lessons.

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.

Our student services department along with our social worker make unique contributions to a coordinated approach to meet the needs of our students through prevention; barrier identification; evaluation; intervention/treatment; collaboration/consultation; advocacy; and linkages to community resources. South Miami Senior High School places priority in:

- * Promoting a positive school culture or environment that is characterized by positive relationships among faculty, staff and students, a sense of safety, honoring of diversity, and a respect for learning.
- * Our clinic provides students with medical resources as well as provide appropriate application materials for the Florida Kidcare insurance program.
- * Initiating counseling/educational clubs that meet student needs and facilitated by trained mentor/teachers.

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.

There are several data reports that are used to track and monitor and interventions that we have set in place. South Miami Senior High School currently:

- * Utilizes data systems (attendance reports, suspension reports, file download manager, class failures) to identify students who have attendance, behavioral and/or academic concerns.
- * Creates data drive decisions for attendance referrals and interventions through our attendance committee.
- * Implements the response to intervention (RtI) model to monitor and assess students.
- * Utilizes student data to assess the needs of the identified students and the barriers blocking their success. For example: attendance, course failure, college-career planing gaps, etc...

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	115	162	139	112	528
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	154	170	78	20	422
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	303	297	62	35	697

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	0	95	65	35	25	220

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

The following intervention strategies are implemented to improve the academic performance of students identified by the early warning system:

- * Provide opportunities for students and parents to review the Student Code of Conduct.
- * Provide opportunities for students to enroll in remediation/tutoring programs.
- * Use of data driven technology and instruction.
- * Provide opportunities for students to track academic progress towards graduation.
- * Provide students with the opportunity to complete the alternative to suspension track and/or Teen Court.
- * Provide students with the opportunity to make up missing/failed courses via adult education and/or Florida Virtual School.
- * Implementation of the Gradual Release of Responsibility model.
- * Response to Intervention (RtI model)

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/318630>.

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.

South Miami Senior High School has an integrated focus on academics, youth development, family support, health and social services, and community development . We use partnerships to align school and community resources in order to produce successful students, stronger families, and an engaged community. We combine a rigorous education with enrichment opportunities, health and mental health services, family support and engagement, adult education, and other support systems. Our students participate in community events including, but not limited to, art fairs,musical performances, parades and other events.

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
Collman, Cadian	Principal
Balboa, Anthony	Assistant Principal
Neilly, Clinton	Assistant Principal
Drout, Bronwyn	Teacher, K-12
Alvarez, Christina	Teacher, K-12
Alonso, Maria V.	Teacher, K-12
Arevalo, Lissette	Teacher, K-12
Aycart, Mercy	Teacher, K-12
Carbajales, Rodolfo	School Counselor
Fernandez, Bernardina	Teacher, K-12
Fox, Unethia	Teacher, K-12
McCrimmon, Edward	Teacher, K-12
Bezold, Patricia	Other
Sesin, Laura	Other
Pestana-Rodriguez, Vicky	Assistant Principal

b. Duties

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

- Tier 1 (Leadership Team)
- Gilberto Bonce, Principal
- Anthony J. Balboa, Assistant Principal of Curriculum
- Vicky Pestana-Rodriguez, Assistant Principal
- Clinton Neilly, Assistant Principal
- Bronwyn Drout, Reading Coach
- Laura Tompkins, School Assessment Coordinator

Rodolfo Carbajales, Student Services Chair
Maria V. Alonso, Reading Department Chairperson
Bernie Fernandez, Special Education Chairperson
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Lissette Arevalo, School Site Liaison
Unethia Fox, Upper Math Department Chairperson
Mary Galeri, Social Studied Department Chairperson
Francesca Hernandez, Lower Math Department Chairperson
Christina Alvarez, Language Arts Chairperson
Mercy Aycart, Science Chairperson
Patricia Bezold, Program Specialist
Patricia Isis, Student Services
Dr. Teri Calvani, School Psychology
Erika Baltar, Social Worker

• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The following members of the School Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Gilberto Bonce, Principal
Anthony J. Balboa, Assistant Principal
Vicky Pestana-Rodriguez, Assistant Principal
Clinton Neilly, Assistant Principal
Bronwyn Drout, Reading Coach
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Lissette Arevalo, School Site Liaison
Patricia Isis, Student Services
Dr. Teri Calvani, School Psychologist
Erika Baltar, Social Worker

Tier 3

Members of the School Leadership Team, Tier 2 Team, and parent/guardians make up the Tier 3 SST Problem Solving Team.

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/Rtl School 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 focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.

5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the Tier 2 problem solving 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 or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly 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 that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet these goals. The MTSS Problem solving process is used to carry out, monitor and adjust if necessary, the support areas defined in the SIP.

* Title I, Part A

Services are provided to ensure South Miami Senior High School students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, credit recovery programs, Cobra Saturday Academy and summer school through Southwest Adult Education Center. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. South Miami Senior High School's Leadership Team and 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. Other components that are integrated into the school-wide program include an extensive Parental Program; 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

South Miami Senior High 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

South Miami Senior High receives funds from the district to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

* Title II

South Miami Senior High uses supplemental funds provided through the district for improvement of 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

Services are provided by South Miami Senior High school through ELL district support services to improve the education of immigrant and English Language Learners. Services include tutorial programs, parent outreach activities, professional development, best practices for ESOL teachers, reading and supplementary instructional materials, and materials and hardware/software for the development of language and literacy skills in Reading, Mathematics and Science.

* Title VI, Part B – N/A

* Title X- Homeless

South Miami Senior High social worker provides resources for students and parents such as school supplies and social services referrals.

* Supplemental Academic Instruction (SAI)

South Miami Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

* Violence Prevention Programs

South Miami Senior High School offers non-violence and anti-drug programs to students that incorporate counseling, peer mediation, and mentoring. Specific programs include: Students Against Destructive Decisions (SADD), Drug Free Youth in Town program (DFYIT), and the South Miami Drug Free Coalition.

* Nutrition Programs

- 1) South Miami Senior High 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 at South Miami Senior High School.
- 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.

* Housing Programs - N/A

* Head Start - N/A

* Adult Education

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 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.

* Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

* Job Training - N/A

* Other:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to South Miami Senior High school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement such as Parent Workshops on: Understanding the Parent Portal, Understanding the FCAT, How to apply for college, etc...

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gilberto D. Bonce	Principal
Laura Tompkins	Teacher
Marilyn Riggins	Teacher
Rodolfo Carbajales	Teacher
Paula Raflowitz	Teacher
Danny Lavandeira	Teacher
Maria V. Alonso	Teacher
Humberto Ferre	Education Support Employee
Alejandro Rodriguez	Teacher
Christina Alvarez	Teacher
John Branstetter	Business/Community
Carlos Munoz	Teacher
Ronald Gaby	Teacher
Marta Fuertes	Parent
Karen Elder	Business/Community
Francesca Hernandez	Teacher
Rafael Gonzalez	Student
Jesse Davila	Student
Emily Perreta	Student

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

South Miami Senior High School's EESAC was involved in the preparation and evaluation of the School Improvement Plan. The School Improvement Plan was discussed during each monthly meeting and the results of state and district assessments were reviewed and discussed. EESAC provided recommendations and suggestions to determine if there was a need for revision. The mid-year evaluation was conducted and any necessary interventions and changes were developed and noted as needed. During the final SAC meeting the committee discussed the effectiveness of the instructional strategies as well as possible improvement steps for the following school year.

b. Development of this school improvement plan

EESAC is responsible for the final decision making at the school relating to the implementation of the provisions for the annual School Improvement Plan (SIP) and assists in the preparation and evaluation of the SIP. Monthly meetings are held to review student assessment results and determine if the determined strategies are being effective. Development and review of resources that can be allocated through EESAC to assist the school in the implementation of the SIP to meet the academic needs of the students are also discussed and agreed on. The SIP is monitored through out the school year, and any necessary adjustments are made, depending on data trends or needs.

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

During the SAC meetings the principal discusses the school budget and direction including school, faculty and student needs. Faculty members, students and parent/community members are invited to every meeting in order to provide suggestions for certain school related expenditures that can increase student achievement.

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

The total of the school improvement funds allocated to our school last year was used as following:
Tutoring - after-school/Saturday Academy \$6,000.00
Educational Programs/ Competitions (STEM and CTE) \$1,200.00

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

No

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

Recruitment efforts such as parent nights and school functions have taken place in order to gain member representatives from other businesses, community citizens, and parents. Principal will appoint community/business representatives.

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
Collman, Cadian	Principal
Balboa, Anthony	Assistant Principal
Drout, Bronwyn	Teacher, K-12
Alonso, Maria V.	Teacher, K-12
Alvarez, Christina	Teacher, K-12
Carbajales, Rodolfo	School Counselor
McCrimmon, Edward	Teacher, K-12
Aycart, Mercy	Teacher, K-12
Neilly, Clinton	Assistant Principal
Galeri, Mary	Teacher, K-12
Bezold, Patricia	Other
Sesin, Laura	Other
Pestana-Rodriguez, Vicky	Assistant Principal

b. Duties

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

The main focus with the Literacy Leadership Team for the 2016-2017 school year will be a more concentrated effort to utilize school related and student data. This will encompass data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced

in lesson plans and student work. Professional development will be incorporated based on data trends and needs.

The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that are encouraged to be used are as follows:

- * Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum. Introduce the word of the week along with how that word is used/applied across all content areas.
- * Introduce a school wide book of the month for all teachers, students, and stakeholders.
- * Incorporate the blended curriculum to reflect the common core Florida State standards across the curriculum.
- * Increase the student use of Reading Plus program by offering incentives to students.
- * Summer Literacy and Writing Plans.

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.

Five years ago, South Miami Senior High School implemented task force teams within each of the core curriculum strands, the magnet program and our elective courses. These task forces meet during certain times every other week to address focus calendars, grade level curriculum alignment, student data, interventions, and well as school goals. On and off campus Professional development opportunities are also designed and implemented to meet the needs of the teachers according to our in-house survey and action plan. Research based protocols are utilized to focus the meetings on students' academic needs and how the students might be assessed. Student improvement is monitored and instruction is modified as needed based on the decisions made through collaboration.

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

Person Responsible: Leadership Team

- * Develop and encourage professional development in the areas of concentration to develop and stay up to date on new research based strategies.
- * Establish relationships with state colleges/universities or academic institutions in order to provide advance degree program information to teachers and to allow students from academic institutions to complete necessary hours and internships at South Miami Senior High School.
- * Provide teachers the opportunity to apply for leadership roles within the school.
- * Recruitment of highly qualified instructional personnel by means of strategic office interviews.
- * Develop and provide mentoring opportunities within departments and across the curriculum.
- * Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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

The school's mentoring program helps insure that beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Our program includes:

- * Designation of a mentor for each new teacher to the building. New teachers will be paired with a mentor from the same department for added support.
- * Ongoing support from the mentor and administrative team.
- * Common meeting times to discuss student/school data, best practices and lesson plans.
- * Classroom and peer observations.

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.

The teachers at South Miami Senior High School have access to the district pacing guides and are encouraged to use the materials and resources available to assist when planning in order to ensure that the Florida Standards are covered.

Departments conduct monthly meetings to plan and discuss what lessons/topics are being covered, which activities are being done, and what materials are being used, in order to share best practices and to make sure that the curriculum is aligned to the Florida State Standards. These conversations and learning opportunities promote dialogue that can promote growth in instructional practice, curriculum, and the standards.

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.

Teachers are encouraged to use data from mid-year assessments, mini-assessments, district topic tests, and classroom assessments to modify lessons and activities, as well as, provide differentiated instruction based on the identified needs of students. As per our action plans, teachers are encouraged to use the gradual release model in order to provide necessary assistance for students having difficulty attaining proficient or advanced level on state assessment.

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: Weekend Program

Minutes added to school year: 2,700

Students will have the opportunity to participate in the following:

- Saturday School – Tutoring Academy - Students will receive additional instruction in core subjects such as: Reading, Math, Writing, Biology, U.S. History, PERT, SAT/ACT to assist them in passing state required state assessments.

Strategy Rationale

Through intensive tutoring on Saturdays students will increase performance mastery and make learning gains on state required assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Collman, Cadian, pr7721@dadeschools.net

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

The data is collected through bi-weekly mini-assessments in order to monitor whether students are on target with the tested item specifications on each assessment they are being re-mediated/enriched in.

Strategy: Extended School Day

Minutes added to school year: 240

Teachers will have the opportunity to plan and collaborate by department under the iHEAT program using the Gradual Release program.

Strategy Rationale

Through teacher collaboration, data analysis and increased curriculum rigor students will increase performance on state required assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Collman, Cadian, pr7721@dadeschools.net

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

The data will be collected through interim and mini-assessments in order to monitor student performance and mastery,

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.

Prior to the start of every school year, South Miami Senior High School has an open New Student Orientation to aid students and parents in the transition process into a new school setting. Counselors meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year. Students are tracked from the point they enter our school until they graduate to make sure that they are meeting the requirements needed to graduate high school and are taking courses relevant to the education/career field they are pursuing. All students are strongly encouraged to take at least one Advanced Course (Advanced Placement, AICE, Dual Enrollment) and/or an Industry Certification Course (CTE) in order to be exposed to possible collegiate and/or career paths. Our school College Assistance Program (CAP) counselor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirement of the colleges/universities.

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 CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University.

An academic rush week is held each year during the time of subject selections so that the students have an opportunity to get information about specific courses and speak directly with the teacher teaching the course. This provides students with the ability to fully understand the class requirements and demands before making a decision.

By offering courses that provide students the opportunity to gain industry certification and having students perform community service projects, the school can build relationships and partnerships with local business and community organizations.

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

South Miami Senior High School currently offers a vast array of Industry Certification courses such as the ones listed below to prepare students for careers after high school.

- Culinary Arts
- Computer Networking
- CISCO
- Adobe Photoshop (Creative Cloud)
- Carpentry

Aside from Industry Certification courses, South Miami Senior High School is a Cambridge International Diploma School offering a variety of Pre-AICE and AICE courses, offers twenty-one Advanced Placement courses and two dual enrollment courses through collaboration with Florida International University.

South Miami Senior High School also have magnet programs in; Art & Photography, Television Production, Music and Computer Science & Technology.

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

South Miami Senior High School currently has five educational program academies. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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.

The following are the strategies that will be implemented to improve student readiness:

- Increase number and percentage of students scoring 'college-ready' in math and language arts on approved post-secondary readiness assessment such as the SAT's, ACT's and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
- Increase number and percentage of high school students graduating with industry certification.
- Increase student participation and performance in AICE, AP, and dual enrollment courses.
- Provide students with Saturday and after-school tutoring to increase assessment results.
- Provide students with mock Cambridge AICE and AP exams and reviews to increase assessment results.
- Increase the number of 9th and 11th graders taking the PSAT to help them prepare for the SAT.
- Increase student participation in honors and gifted courses.
- Increase the number of student academy completers by having meetings with students, conferences if needed and interventions for those students in need.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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 core instruction is increased in all content areas then student achievement will improve. 1a

G087548

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	72.0
AMO Reading - ELL	59.0
AMO Reading - SWD	61.0
AMO Reading - ED	70.0
AMO Math - All Students	67.0
AMO Math - African American	67.0
AMO Math - Hispanic	67.0
AMO Math - ELL	66.0
AMO Math - SWD	61.0
AMO Math - ED	67.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development, iHEAT, Promethean Board, Gateway 2 Data, Pearson Success, Algebra Nation, Learning Village, Geometer's Sketchpad, Remind 101, Discovery Education, lesson plan format, grade level teams, Common board format, DOK levels, departmental bellringers, Reading Plus, EDGE, Read180, System 44, MyNGconnect.com, Access to NBC Learn, Discovery Education, CPALMS, district pacing guides, model lesson, novels, Explore Learning/GIZMO, Edgenuity, HHMI Video Series, Brain Pop, Promethean Planet/Active Inspire, Textbook resources, Subject Area Task Forces, Edmodo, U.S. History EOC Assessment Test Item Specification, Gateway to U.S. History, Social Studies Task Cards, and Reading Plus.

Plan to Monitor Progress Toward G1. 8

Consistent monitoring through core disciplines.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Student collaboration, classroom observations, and lesson plans.

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. If core instruction is increased in all content areas then student achievement will improve. 1

G087548

G1.B1 Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities. 2

B232743

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

S245666

Strategy Rationale

To improve collaboration among teachers for planning and the implementation of differentiated instruction and increased rigor within the curriculum.

Action Step 1 5

Re-Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty during early release sessions and faculty meetings.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/27/2016 to 5/31/2017

Evidence of Completion

Follow-up assignment (Lesson Plan), Attendance sheet, Gradual Release Powerpoint Presentation, Gradual Release video, and Gradual Release article.

Action Step 2 5

The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, student portfolio's, debriefing

Action Step 3 5

The iHEAT Team will provide support for teachers with coaching cycles.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Classroom observations

Action Step 4 5

The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)

Person Responsible

Cadian Collman

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Classroom Observations and Student Portfolio's.

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

Implementation of the Gradual Release model in classroom activity/lesson for the day and lesson plans.

Person Responsible

Cadian Collman

Schedule

Daily, from 9/19/2016 to 5/31/2017

Evidence of Completion

Lesson plans, classroom observations and student portfolio's.

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

Support meetings and modeling through walkthroughs and classroom observations.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, follow-up meetings, student collaboration and lesson plans.

G1.B1.S2 Academic Writing 4

S245667

Strategy Rationale

An instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres in writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Re-Introduce the Gradual Release of Responsibility Model through professional development workshops at the school to the entire faculty during early release days and faculty meetings. Use of the PD survey to address teacher needs.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Follow-up assignment (Lesson Plan), Attendance Sheet, GR PowerPoint presentation, GR Video and Gradual Release Article.

Action Step 2 5

The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.

Person Responsible

Cadian Collman

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, student portfolio's, debriefing

Action Step 3 5

The iHEAT Team will provide support for teacher with coaching cycles.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Implementation of the Gradual Release Model in classroom activity/lesson for the day and lesson plans.

Person Responsible

Cadian Collman

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Classroom Observations and Student Portfolio's.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Support meetings and modeling through walkthroughs and classroom observations.

Person Responsible

Cadian Collman

Schedule

Weekly, from 9/12/2016 to 5/30/2017

Evidence of Completion

Classroom walkthroughs, Follow-up meetings, Student Collaboration and Lesson Plans.

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.B1.S2.MA1 M331315	Support meetings and modeling through walkthroughs and classroom observations.	Collman, Cadian	9/12/2016	Classroom walkthroughs, Follow-up meetings, Student Collaboration and Lesson Plans.	5/30/2017 weekly
G1.MA1 M331317	Consistent monitoring through core disciplines.	Collman, Cadian	9/12/2016	Student collaboration, classroom observations, and lesson plans.	5/31/2017 weekly
G1.B1.S1.MA1 M331313	Support meetings and modeling through walkthroughs and classroom observations.	Collman, Cadian	9/19/2016	Classroom walkthroughs, follow-up meetings, student collaboration and lesson plans.	5/31/2017 monthly
G1.B1.S1.MA1 M331314	Implementation of the Gradual Release model in classroom activity/lesson for the day and lesson...	Collman, Cadian	9/19/2016	Lesson plans, classroom observations and student portfolio's.	5/31/2017 daily
G1.B1.S1.A1 A318116	Re-Introduce the gradual release of responsibility model through professional development workshops...	Collman, Cadian	9/27/2016	Follow-up assignment (Lesson Plan), Attendance sheet, Gradual Release Powerpoint Presentation, Gradual Release video, and Gradual Release article.	5/31/2017 monthly
G1.B1.S1.A2 A318117	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	Collman, Cadian	9/6/2016	Lesson plans, student portfolio's, debriefing	5/31/2017 monthly
G1.B1.S1.A3 A318118	The iHEAT Team will provide support for teachers with coaching cycles.	Collman, Cadian	9/6/2016	Lesson Plans, Classroom observations	5/31/2017 monthly
G1.B1.S1.A4 A318119	The iHEAT Team members along with the Promethean Board Educational Consultant will conduct...	Collman, Cadian	9/6/2016	Lesson Plans, Classroom Observations and Student Portfolio's.	5/31/2017 quarterly
G1.B1.S2.MA1 M331316	Implementation of the Gradual Release Model in classroom activity/lesson for the day and lesson...	Collman, Cadian	9/12/2016	Lesson Plans, Classroom Observations and Student Portfolio's.	5/31/2017 daily
G1.B1.S2.A1 A318120	Re-Introduce the Gradual Release of Responsibility Model through professional development workshops...	Collman, Cadian	9/6/2016	Follow-up assignment (Lesson Plan), Attendance Sheet, GR PowerPoint presentation, GR Video and Gradual Release Article.	5/31/2017 monthly
G1.B1.S2.A2 A318121	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	Collman, Cadian	9/6/2016	Lesson plans, student portfolio's, debriefing	5/31/2017 monthly
G1.B1.S2.A3 A318122	The iHEAT Team will provide support for teacher with coaching cycles.	Collman, Cadian	9/6/2016	Lesson Plans, Classroom Observations	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited evidence of planning and sequencing of rigorous, purposeful and engaging instructional activities.

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Re-Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty during early release sessions and faculty meetings.

Facilitator

Mr. Anthony Balboa, Assistant Principal Ms. Browyn Drout, Reading Coach iHEAT Team

Participants

Teachers

Schedule

Monthly, from 9/27/2016 to 5/31/2017

PD Opportunity 2

The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)

Facilitator

Mr. Anthony Balboa, Assistant Principal Ms. Itita Alexander Ms. Lisa Pittman

Participants

Teachers

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Re-Introduce the gradual release of responsibility model through professional development workshops at the school to the entire faculty during early release sessions and faculty meetings.	\$0.00
2	G1.B1.S1.A2	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	\$0.00
3	G1.B1.S1.A3	The iHEAT Team will provide support for teachers with coaching cycles.	\$0.00
4	G1.B1.S1.A4	The iHEAT Team members along with the Promethean Board Educational Consultant will conduct trainings to assist teachers in incorporating the use of technology into their lessons. (Promethean Board)	\$0.00
5	G1.B1.S2.A1	Re-Introduce the Gradual Release of Responsibility Model through professional development workshops at the school to the entire faculty during early release days and faculty meetings. Use of the PD survey to address teacher needs.	\$0.00
6	G1.B1.S2.A2	The iHEAT Team will conduct components of the teaching cycle with chosen teachers from our staff.	\$0.00
7	G1.B1.S2.A3	The iHEAT Team will provide support for teacher with coaching cycles.	\$0.00
Total:			\$0.00