

Miami-Dade County Public Schools

Southwest Miami Senior High



2016-17 Schoolwide Improvement Plan

Southwest Miami Senior High

8855 SW 50TH TER, Miami, FL 33165

<http://sweagles.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

**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	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Southwest Miami 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.

Southwest Miami High School serves all stakeholders by building the intellect and ethics of our students so they may be productive members of society.

b. Provide the school's vision statement.

Southwest Miami High school will effectively prepare all students to excel as members of the global community.

2. School Environment

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

The faculty of Southwest Miami High School strives to gain an understanding of the diverse student cultures which make up the student body of the school. Students are able to engage in a variety of activities by participating in the following school clubs: Bible Studies Club, Spanish Club, GLAD, Women-of Tomorrow and a variety of other clubs sponsored by school personnel.

Teachers are also trained in the use of ELL strategies which are consistently used during instruction to ensure students understand the content being taught. Also part of the training involves developing an awareness of different cultures so students feel welcomed and comfortable in classrooms.

In general, the school observes Hispanic Heritage Month, African-American History/Heritage Month and National Women's History Month to name a few. These events include a wide spectrum of activities which allows the school community to learn about students' cultures and ultimately builds relationships between teachers and students.

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

Security staff is posted throughout the campus before, during and after school to ensure a safe learning environment. A school resource officer is assigned to the Southwest Miami High School to assist students and staff. Grade level orientations are held throughout the year focusing on issues such as respect, citizenship and bullying in order to apprise students of the importance of school safety. The guidance department shares information with students regarding the proper channels of communication to follow when issues arise. The Student Services department also hosts a range of activities, such as the Sandy Hook Promise: Start with Hello, to ensure all students are exposed to positive and engaging opportunities to interact with one another.

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.

The Southwest Miami High School Progressive Discipline Plan (PDP) is disseminated to the entire school community via the parent student handbook, teacher handbook and student grade level orientations. The PDP focuses on incentives for appropriate behavior through Positive Behavior

Support (PBS) interventions while affording students the opportunity to accommodate to school rules prior to committing more serious infractions.

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.

The Student Services Department meets with each student for academic advisement each year. In addition to dealing with academic issues, counselors screen students to ensure their socio-emotional needs are being met. In the event a student is in need of further assistance beyond the realm of academic guidance, students are referred to other professionals such as the school social worker, TRUST counselor, CAP advisor and any applicable outside agencies.

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.

Students who score a level 1 or 2 on the FSA ELA are placed in an intensive reading course to maximize learning gains and achievement. These students receive remediation in the English Language Arts standards. Students who scored a level 1 or 2 on the 8th grade FSA Math are placed in a combination Algebra 1A and Algebra 1B course to ensure they receive intervention by the same teacher. Students who do not pass the Algebra 1 End of Course exam in 9th grade are placed in an intervention course until they pass the retake exam.

The administration handles suspensions on a case-by-case basis and includes the Student Services department when handling on going issues.

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	55	84	106	110	355
One or more suspensions	0	0	0	0	0	0	0	0	0	144	137	134	89	504
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	100	59	68	10	237
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	154	145	0	0	299

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	91	123	174	60	448

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

Students who exhibit two or more early warning indicators receive a multi-tiered approach to address each declining performance area. The administrators at Southwest Miami High School participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide

support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

The Assistant Principal of Curriculum at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Student Services Personnel at Southwest Miami High School provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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/313973>.

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.

At Southwest Miami High School we reach out to our Dade Partners and invite them to participate at a variety of events throughout the year in order to tap into their expertise and provide them with a view into our school. The partners provide support and leadership at every event. In addition, the community is invited monthly to our Parental Academy Involvement meetings which cover multiple topics throughout the year. EESAC meetings also create opportunities for our partners to learn about different initiatives and accolades the school is receiving as well as giving them the opportunity to contribute to our school community.

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
Bulnes, Jorge	Principal
Roll, Ana	Assistant Principal
Luis, Madeleine	Assistant Principal
Moreno, Marcel	Assistant Principal
Bravo-San Pedro, Janelle	Assistant Principal
Diaz, Jorge	Teacher, K-12
Hass, Kerrie	Teacher, K-12
Scott, Toi	Other
Sotorrio, Jessica	Teacher, K-12
Victores, Betty	Teacher, K-12
Williams, Doristine	Teacher, K-12

b. Duties

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

The Principal of Southwest Miami High School provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Multi Tier System Supports/ Response to Intervention (MTSS/ RTI), conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The administrators of Southwest Miami High School participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

A select group of general education teachers at Southwest Miami High School provide information about core instruction and participate in student data collection. Exceptional Student Education (ESE) Teachers at Southwest Miami High School participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

The Assistant Principal of Curriculum at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services personnel at Southwest Miami High School provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development needs and commit resources. The team will also collaborate regularly, problem solve, share effective practices, and evaluate new processes and skills. The team will also facilitate the process of building consensus, increasing teacher capacity and infrastructure, and make decisions about implementation.

Title I

Southwest Miami High School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Southwest Curriculum Leaders help 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; assists 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 Involvement Program (PIP) and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Southwest Miami 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 (after-school) by the Title 1, Part C, Migrant Education Program.

Title I, Part D

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

Title III

Southwest Miami High School provides support and services to ELL students through various programs and instructive technologies.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Southwest Miami High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Southwest Miami High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Housing Programs - Title X

The Homeless Assistance Program seeks to ensure a successful educational experience for transitioning children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of transitioning students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools. Each school is provided a video and curriculum manual a contest is sponsored by the homeless trust, a community organization.

Adult Education

High school completion courses are available to all eligible Southwest Miami High 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.

Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carlos Diaz	Principal
Doristine Williams	Teacher
Gabriel Edmond	Teacher
Kathryn Riley	Teacher
Kerrie Hass	Teacher
John Maine	Teacher
Barbara Casas	Business/Community
Emily Hewitt	Business/Community
Patricia Choy	Parent
Patty Rabelo	Parent
Kevin Nguyen	Student
Megan Rabelo	Student
Aimee Concepcion	Student
Anabelle Alvarez	Student
Maria Martinez	Student
Betty Victores	Teacher
Ambar Alfaro	Teacher
Yamilet Reyes	Business/Community

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 SAC will review the SIP from the 2015-2016 school year in order to determine what areas of the SIP will need to be addressed and updated to meet the needs of the school community throughout the 2016-2017 school year.

b. Development of this school improvement plan

The SAC will review and approve the School Improvement Plan. The SAC will also review results of formative and summative assessments and determine if changes need to be made to the goals outlined in the Action Plan and the SIP.

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

The SAC will monitor the preparation of the school's annual budget and plan as presented at the monthly SAC meetings.

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

The 2016-2017 SAC supports funding for implementing student incentives to prepare students for high stakes testing. In addition, SAC funds support various student events that promote graduation rate, Advanced Academics, and attendance. The SAC will contribute to the following:
 \$5,000--College Road Trip;
 \$15,000--Tutoring and supplies

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
Bulnes, Jorge	Principal
Luis, Madeleine	Other
Amor, Maria	Teacher, K-12
Hass, Kerrie	Teacher, K-12
Bravo-San Pedro, Janelle	Assistant Principal

b. Duties

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

The major initiative of the LLT is to align the school's reading initiatives to the District's K-12 Comprehensive Research-based Reading Plan. The LLT will also focus on ensuring our English/ Language Arts curriculum will implement the Florida State Standards. Evaluation of the individual needs of the students and proper placement in classes is paramount.

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.

Instructional departments have established Professional Learning Communities (PLC) based on the professional development needs identified by teachers and each department meets monthly to share best practices and other relevant information. In addition, teachers will develop a Deliberate Practice Growth Target (DPGT) in conjunction with others in their departments and either observe, or be observed, working on these deliberate growth targets in order to receive feedback from peers.

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

The school will offer internship opportunities with community colleges/universities, as well as job shadowing experiences with innovative teachers. Regarding new hires, novice teachers will be partnered with veteran teachers. Teachers who are new to the building will be "buddied" up with another teacher in their departments. The administrative staff will meet with new teachers on a regular basis and maintain open channels of communication for feedback and recognition.

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

Teachers new to the profession will be paired with a MINT teacher who has experience with a similar teaching assignment. The mentor teacher will have an opportunity to plan and observe the beginning teacher. The beginning teacher will also have an opportunity to shadow and observe the mentor teacher.

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 school employs the use of Florida state adopted instructional resources as well as research based programs aligned to the Florida Standards and a yearly review is conducted by the administration and district personnel for quality assurance.

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.

Southwest Miami High School uses a data-driven approach to differentiate instruction in order to meet the diverse needs of our students. During the second and third weeks of school, all 9th and 10th grade students enrolled in a reading class are given the FAIR assessment. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specifically developed to their needs throughout the year. These students will be progress monitored weekly to bi-weekly basis, and groups will be fluid based on student needs.

The leadership team and content area teachers will meet weekly to bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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: After School Program

Minutes added to school year: 8,000

Southwest Miami High offers extended learning opportunities in the core areas of Language Arts and Mathematics four times per week, one hour after school. Certified instructors plan and implement the tutoring program which centers around student needs.

Strategy Rationale

Assessment data as well as early warning indicators are used to target at-risk students who will benefit from additional learning opportunities beyond the regular school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bravo-San Pedro, Janelle, jbravosanpedro@dadeschools.net

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

Districts Interim Assessments, the Florida Assessment in Reading Assessment, as well as teacher-created formative assessments are used to determine effectiveness of this strategy. Power BI and Pearson Online are both used to collect data in the core areas.

Strategy: Weekend Program

Minutes added to school year: 2,000

Students participate in weekend tutoring services up to 4 hours, each Saturday. Students can participate in Math, Reading, or Both types of tutoring on Saturdays.

Strategy Rationale

The Saturday Learning Academy caters to those learners who do not have transportation during the week to attend before/after school tutoring session. Moreover, students in advanced academic programs also attend tutoring to enrich academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bravo-San Pedro, Janelle, jbravosanpedro@dadeschools.net

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

Student lists are kept and analyzed when EOC/FSA scores are reported.

Strategy: Extended School Day

Minutes added to school year: 1,800

The Honor Societies will provide peer tutoring for all students in advanced academic courses, as well as those other courses. Students will receive training in PSAT, SAT, ACT Test Taking skills.

Strategy Rationale

Students who are struggling in core courses require enrichment activities that contribute to a well-rounded education and drive their success across the curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bravo-San Pedro, Janelle, jbravosanpedro@dadeschools.net

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

Student Services is provided with data regarding all student who participate in college placement testing. This information is shared with students and family.

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.

Ninth grade students are housed in one building and cafeteria in order to support students transferring into a large school setting. Ninth grade students receive instruction on personal/social issues including: drug prevention, peer pressure, and bullying/violence prevention through a ninth grade PE course. In addition, counselors provide individual academic advisement. Twelfth grade students are supported in their transition to post-secondary life through CAP presentations, Financial Aid workshops, College Prep courses, as well as individual academic advisement.

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 school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and/or lead to industry certification. Every year, after testing, students and parents participate in a curriculum showcase and articulation assemblies that exposes them to next year's curriculum to inform their course selection. After the articulation assemblies, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

Southwest Miami High School offers several Career and Technical Education (CTE) Programs. They include Information technology, game simulation and web development in computer science. In our Banking and Finance Program, we offer a myriad of classes including accounting, personal finance, and computer applications. In We also offer automotive technology that includes maintenance and light repair. Many of these courses focus on job skills and offer students internships. Industry certifications offered include Automobile and light truck certification, suspension and steering in automotive, Adobe Photoshop, Flash and Dreamweaver in computer, and QuickBooks.

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

STEM projects in which math, science and CTE teachers will collaborate to create project products that will be used in competition. Core teachers also are incorporated by looking at real life and practical applications of their standards based instruction.

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.

After analyzing the 2015 school grade, Southwest Miami High School will implement several strategies that will improve post-secondary readiness. First, the school has analyzed data to support students in college and career readiness. We have created opportunities for 12th graders to take acceleration courses in industry certification to become career ready. We have also maximized the opportunities for 12th graders to take Advanced Placement courses in various areas.

Also, in order to decrease the number of students who take remedial courses in college, the school will be offering Math for College Readiness and English 4: College Prep to selected seniors who are at risk of not obtaining a College Ready score independently. These courses are designed to prepare selected seniors who have not yet earned a college ready score to be successful on the Post Education Readiness Test (PERT).

In addition, the student services department along with the CAP advisor will be visiting upper-classmen to have discussions regarding post-secondary education. Our students with disabilities will also be given the opportunity to meet with a transition specialist to review the choices for post-secondary education for students with disabilities.

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.

N/A

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.

N/A

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.** Southwest Miami Senior High School will transition towards data-driven initiatives that include: department data chats involving teachers, data chats with students, and consistent open conversations geared toward enhancing instruction through the use of data to increase learning gains in reading.

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. Southwest Miami Senior High School will transition towards data-driven initiatives that include: department data chats involving teachers, data chats with students, and consistent open conversations geared toward enhancing instruction through the use of data to increase learning gains in reading. 1a

G087669

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	49.0
Bio I EOC Pass	68.0
U.S. History EOC Pass	63.0

Targeted Barriers to Achieving the Goal 3

- Time constraints impede teachers opportunities to discuss data trends in a collaborative setting

Resources Available to Help Reduce or Eliminate the Barriers 2

- Power BI Topic tests Gradebook District Curriculum Support Specialists School Accountability documents (state)

Plan to Monitor Progress Toward G1. 8

Ongoing discussions with faculty and students geared towards individual data and classroom visits by the administrative team

Person Responsible

Jorge Bulnes

Schedule

Daily, from 9/21/2016 to 6/2/2017

Evidence of Completion

observation notes, teachers data binder, walkthrough notes

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. Southwest Miami Senior High School will transition towards data-driven initiatives that include: department data chats involving teachers, data chats with students, and consistent open conversations geared toward enhancing instruction through the use of data to increase learning gains in reading. 1

G087669

G1.B2 Time constraints impede teachers opportunities to discuss data trends in a collaborative setting 2

B233070

G1.B2.S1 Designated department meeting dates throughout the school year to analyze data trends and collaborate on how to maximize learning throughout the content areas. 4

S246016

Strategy Rationale

Assigning time after school is critical for our teachers to dedicate time to understanding where their students are and how to better support their learning. Every 2 weeks, department meetings will take place that will focus on data by providing teachers the opportunity to look at current data and plan for their individual students while discussing ways to enhance instruction with their peers.

Action Step 1 5

Biweekly department meetings to discuss current applicable data

Person Responsible

Janelle Bravo-San Pedro

Schedule

Biweekly, from 9/20/2016 to 5/17/2017

Evidence of Completion

Department meeting sign in sheets, department meeting agendas, teachers data binder

Action Step 2 5

Individual Data Chats (Teacher)

Person Responsible

Janelle Bravo-San Pedro

Schedule

Quarterly, from 9/21/2016 to 4/28/2017

Evidence of Completion

Data Chat surveys, sign in sheets

Action Step 3 5

Individual Student-Teacher Data Chats

Person Responsible

Janelle Bravo-San Pedro

Schedule

Quarterly, from 9/26/2016 to 3/20/2017

Evidence of Completion

Teacher-Student Data Chat handout samples

Action Step 4 5

Review of School Grade Accountability Reports

Person Responsible

Janelle Bravo-San Pedro

Schedule

On 9/20/2016

Evidence of Completion

Curriculum Department Agenda, Sign-In Sheets

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

Administrative support during department meetings

Person Responsible

Jorge Bulnes

Schedule

On 5/17/2017

Evidence of Completion

Department meetings will be supported by their respective administrators to ensure that data driven discussions are taking place throughout these meetings. Administrative team will also discuss data with teachers on a 1-on-1 basis, and walkthrough classrooms during data chats.

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

Walkthroughs during Classroom Instruction after topic tests, district assessments

Person Responsible

Jorge Bulnes

Schedule

Weekly, from 10/10/2016 to 3/20/2017

Evidence of Completion

Walkthrough Notes, Student Data Chats samples

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

Administrative team will facilitate department meeting data chats

Person Responsible

Janelle Bravo-San Pedro

Schedule

Biweekly, from 9/20/2016 to 5/17/2017

Evidence of Completion

Student folders, teachers data binders, department sign in sheets, department agendas

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.B2.S1.A4 A318784	Review of School Grade Accountability Reports	Bravo-San Pedro, Janelle	9/20/2016	Curriculum Department Agenda, Sign-In Sheets	9/20/2016 one-time
G1.B2.S1.MA3 M332087	Walkthroughs during Classroom Instruction after topic tests, district assessments	Bulnes, Jorge	10/10/2016	Walkthrough Notes, Student Data Chats samples	3/20/2017 weekly
G1.B2.S1.A3 A318783	Individual Student-Teacher Data Chats	Bravo-San Pedro, Janelle	9/26/2016	Teacher-Student Data Chat handout samples	3/20/2017 quarterly
G1.B2.S1.A2 A318782	Individual Data Chats (Teacher)	Bravo-San Pedro, Janelle	9/21/2016	Data Chat surveys, sign in sheets	4/28/2017 quarterly
G1.B2.S1.MA1 M332085	Administrative team will facilitate department meeting data chats	Bravo-San Pedro, Janelle	9/20/2016	Student folders, teachers data binders, department sign in sheets, department agendas	5/17/2017 biweekly
G1.B2.S1.MA1 M332086	Administrative support during department meetings	Bulnes, Jorge	9/20/2016	Department meetings will be supported by their respective administrators to ensure that data driven discussions are taking place throughout these meetings. Administrative team will also discuss data with teachers on a 1-on-1 basis, and walkthrough classrooms during data chats.	5/17/2017 one-time
G1.B2.S1.A1 A318781	Biweekly department meetings to discuss current applicable data	Bravo-San Pedro, Janelle	9/20/2016	Department meeting sign in sheets, department meeting agendas, teachers data binder	5/17/2017 biweekly
G1.MA1 M332088	Ongoing discussions with faculty and students geared towards individual data and classroom visits...	Bulnes, Jorge	9/21/2016	observation notes, teachers data binder, walkthrough notes	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Southwest Miami Senior High School will transition towards data-driven initiatives that include: department data chats involving teachers, data chats with students, and consistent open conversations geared toward enhancing instruction through the use of data to increase learning gains in reading.

G1.B2 Time constraints impede teachers opportunities to discuss data trends in a collaborative setting

G1.B2.S1 Designated department meeting dates throughout the school year to analyze data trends and collaborate on how to maximize learning throughout the content areas.

PD Opportunity 1

Biweekly department meetings to discuss current applicable data

Facilitator

Janelle Bravo-San Pedro

Participants

All faculty

Schedule

Biweekly, from 9/20/2016 to 5/17/2017

VI. Technical Assistance Items

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

G1. Southwest Miami Senior High School will transition towards data-driven initiatives that include: department data chats involving teachers, data chats with students, and consistent open conversations geared toward enhancing instruction through the use of data to increase learning gains in reading.

G1.B2 Time constraints impede teachers opportunities to discuss data trends in a collaborative setting

G1.B2.S1 Designated department meeting dates throughout the school year to analyze data trends and collaborate on how to maximize learning throughout the content areas.

TA Opportunity 1

Review of School Grade Accountability Reports

Facilitator

Janelle Bravo-San Pedro

Participants

All Faculty

Schedule

On 9/20/2016

VII. Budget

1	G1.B2.S1.A1	Biweekly department meetings to discuss current applicable data	\$0.00
2	G1.B2.S1.A2	Individual Data Chats (Teacher)	\$0.00
3	G1.B2.S1.A3	Individual Student-Teacher Data Chats	\$0.00
4	G1.B2.S1.A4	Review of School Grade Accountability Reports	\$0.00
Total:			\$0.00