

Miami-Dade County Public Schools

Miami Springs Senior High School



2017-18 Schoolwide Improvement Plan

Miami Springs Senior High School

751 DOVE AVE, Miami Springs, FL 33166

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Miami Springs Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 Miami Springs Senior High School is to encourage students to become life-long learners and to build successful lives in a rapidly changing global community by providing excellence in academics.

b. Provide the school's vision statement.

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

2. School Environment

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

1. A GED Program is offered to new student arrivals into the country.
2. The Student Services Team including the School Social Worker and School Psychologist will review the list of the lowest 25% in Reading to ensure that adequate instructional support services are being provided for any identified barriers to learning that can be addressed through their services.
3. Tutoring is being provided by students in the National Honor Society and the Key Club and is facilitated by the sponsors.
4. Using appropriate data such as the Early Warning Systems (EWS), lowest 25% in Reading and truant students will be identified to ensure that adequate follow-up with wraparound services are being provided to "off-track" students.
5. Scheduling inter-disciplinary department meetings and professional development focused on assisting teachers in identifying students in their classes who are struggling for the purpose of creating a plan to ensure the student succeeds.

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

1. An effective system is in place which ensures the safety of all students.
2. Before and after school students are centralized in the main lobby and in the cafeteria and are monitored by school administration and support staff. During school hours all hall ways, stair ways, and walk ways are monitored by school security.
3. A Back Pack Program provides food for students in financial need.
4. A "Do the Right Thing" Program is a character education and personal development program implemented at our school that recognizes students who make the right choices that lead to positive decision-making.

5. Red Ribbon Campaign Week is implemented at our school to promote drug awareness and making the right choices.

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 school-wide progressive discipline policy is in effect and aligns with the District Code of Student Conduct to ensure fidelity. At the beginning of the year, grade level and faculty orientations for both students and staff are held where clear guidelines concerning academic and behavioral expectations are presented and explained. When a student is struggling teachers follow the system put in place at our school to minimize disciplinary issues and define clear behavioral expectations.

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.

There is an effective system in place which makes student services staff accessible to students experiencing difficulties. Procedures are in place to meet the immediate needs and concerns of students. Counseling and support are provided to students and/or families facing crisis situations. There is a systematic provision of responsive services that include group counseling, individual counseling, staff consultation and parent consultation.

Students benefitting from individual school counseling are coordinated in collaboration with the School Social Worker and School Psychologist to maximize effectiveness and continuity of services being provided.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

1. Attendance below 90%: Attendance Bulletins are reviewed and teacher attendance referrals are addressed for students incurring an excess of absences; 3 unexcused absences or more. Conferences with students and/or parents take place to develop monitoring plans. Administrative follow-through with monitoring plans to ensure fidelity.

2. Course Failure in English Language Arts/Math: Parent communication is ongoing throughout the school year via progress reports, telephone calls, and/or parent conferences and meetings.

3. Level 1 on Statewide Assessment in English Language Arts or Math: School-wide data is reviewed and students are targeted for remediation.

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	0	0	0	0	0
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	12	101	104	64	281
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	178	170	225	168	741
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	171	89	168	74	502

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

Below 90% Attendance

1. Student attendance will be monitored by teachers and administrators. Students will be placed on attendance agreements/contracts as needed.
2. Identify and refer students who may be developing a pattern of non-attendance to the administrator over attendance for intervention services for each grade level.
3. Parent will be informed of their child's absences through Connect-Ed messages and telephone calls from teachers and administrators.
4. The student will be placed on Attendance Contracts when they demonstrate excessive absences.
5. School Social Worker will meet with the teacher, parent, student and administrator to develop a monitoring plan if absences continue.

Course Failure

1. Teachers will inform parents of their child's progress via progress reports, telephone calls and parent conferences and meetings.
2. The Student Services department will identify and conduct ongoing credit checks.
3. Parents will be informed periodically of how to monitor their child's academic progress via school events throughout the year to support parents and students.
4. Students and parents will be informed of academic progress and provided support as needed to ensure students experience academic success.

Level 1 on Statewide Assessment in English Language Arts or Math:

1. The school-wide ACT Report will be reviewed by the Student Services team to identify overall strengths and address opportunities for improvement regarding student achievement and outcomes.

2. Classroom teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction. This alternative instructional delivery method will be used to support practice and remediation.
3. Administration will plan for after-school tutoring to offer additional support for students requiring further interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Please refer to the Parent Involvement Plan (Title I school)

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

Miami Springs Senior High School informs parents and community members via various venues of the many opportunities available at our school for parents and community members to partner with us in order to help our students. We invite parents and community members on an ongoing basis to participate in our monthly EESAC meetings and various additional meetings throughout the school year. In addition, we encourage our students to volunteer at many community-based organizations to satisfy services projects.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Torossian, Alfred	Principal
Valero, Alina	Assistant Principal
Kennedy, Gino	Assistant Principal
Mills, Corina	School Counselor
Develasco, Carolina	Teacher, K-12
Moris, Jason	SAC Member
Villanueva , Miguelina	Teacher, K-12
Drew, William	Teacher, K-12
Jackson, Jason	Teacher, K-12
Iribar, Lazaro	Teacher, K-12
Piedra, Jose	Teacher, K-12
Goldstein, Beth	Teacher, K-12
Wilson, Delmar	Teacher, K-12
Ceballos, Isel	SAC Member

b. Duties

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

Edward R. Smith Principal: Ensure commitment and allocate resources. Provides a common vision for the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl. The principal will review the Rtl skills of the school staff, will ensure that the implementation of the interventions support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities and acts as the school contact.

Assistant Principals: Gino Kennedy, Maggie Rodriguez, Alina Valero - Ensure commitment and allocate resources. Monitor the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl. Assist in the monitoring of interventions support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Instructional Leaders :

- Edward R. Smith, Principal
- Gino Kennedy, Assistant Principal
- Maggie Rodriguez, Assistant Principal
- Alina Valero, Assistant Principal
- Corina Mills, Student Services
- Isel Ceballos, Language Arts Instructional Leader
- Carolina DeVelasco, Reading Instructional Leader
- Jason Moris, SPED Instructional Leader
- Michelle Kelly, Social Studies Instructional Leader
- William Drew, Physical Education Instructional Leader
- Jason Jackson, Science Instructional Leader
- Lazaro Iribar, ESOL Instructional Leader
- Jose Piedra, Foreign Language Instructional Leader

Beth Goldstein, Fine Arts/Vocational Education Instructional Leader
Delmar Wilson, Math Instructional Leader

All of whom will meet to review consensus, infrastructure, and implementation. Participate in data collection and lead data chats. Integrate instructional activities and collaborate with other instructional departments to provide opportunities for literacy across the curriculum. Will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with staff, integrates materials/instruction with activities. Provide guidance on K-12 Reading plan; facilitates and supports data collection activities; assist with early intervention services for at-risk students; participates in the design and deliver professional development; provide support for assessment and implementation monitoring.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
4. Maintain data on interventions, as well as, updating staff on procedures and progress.
5. Provide clear indicators of student need and student progress.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Title I, Part A

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs. Additionally, funds will be used to maintain class size in the ninth and tenth grade specifically.

Additionally, Miami Springs Senior High School will provide services to students requiring additional remediation through the availability of after school tutoring. Also, if needed and available, funds will be used to assist in the design and implementation for progress monitoring, data collection, and data analysis and provide support for assessment and implementation monitoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Miami Springs 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

Miami Springs 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

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Title II Miami Springs Senior High School will use supplemental funds for improving basic education to fund training to certify qualified mentors for the New Teacher Program (MINT), to supply training for add on endorsement programs such as Reading, Gifted and ESOL and to fund substitutes so teachers may attend professional development activities.

Title III

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

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless 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 homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with tutorial programs. Violence Prevention Programs Miami Springs Senior High School will utilize the student services department to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are

used to assist in maintaining a positive and safe learning environment at MSSH: Bullying Program, Student / Parent counseling with members of the student services department.

Nutrition Programs

Miami Spring Senior High School adheres to and implements the nutrition requirements stated in the district wellness policy Nutrition education as per state statute is taught through physical education classes.

Housing Programs - N/A

Adult Education

We will work with our Adult Education program in order to provide students with the opportunity to recover credits not achieved during the regular school program. This is beneficial to the student and school in order to maintain the graduation requirements.

Other

Parental:

Miami Springs Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami Springs Senior High School will increase parental engagement/ involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our School will 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' schedules. This impacts our goal to empower parents and build their capacity for involvement. Miami Springs Senior High School will 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Edward R. Smith	Principal
Avanel Camejo	Teacher
Edilma Flores	Education Support Employee
Caridad Martinez	Business/Community
Susan Baan	Parent
Sandra Deno	Parent
Ruth McNaughton	Business/Community
Alex Ceballos	Student
Marisol Farinas	Education Support Employee
Rose Baez	Parent
Marisa Miranda	Parent
Kim Werner	Parent
Gustavo Rivera	Teacher
Gino Kennedy	Education Support Employee
Jason Moris (EESAC Chair)	Teacher
Desiree Diaz	Education Support Employee
Melanie Mann	Teacher
Delmar Wilson	Teacher
Renee Zayas	Teacher
Angie Aguila	Parent
Ricky Aguila	Student
Angela Garcia	Student
Miguel Orihuela	Student
Nache Atkins	Business/Community
Desiree Valdes	Teacher
Isel Ceballos	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

1. October 18, 2016 - Ms. Valero reviewed the SIP, stating that the SIP draft will be online until its approval.

Ms. Valero added that Synergy attendees drafted the SIP based on key components and data from the previous year. Our school grade moved to a "C". We continue to be a Title 1 school (83% of students on free or reduced lunch). The SIP goals were reviewed as well as data, monitoring of students, early warning system in place, mentoring projects, and teacher needs assessment results. The SIP outlines professional development on 90-minute block, digital action community, data-driven planning for instruction, administrative walk-throughs, and tutoring. Mr. Rivera motioned to approve the SIP. Mr. Moris seconded the motion.

2. November 29, 2016 - Mid-Year Sip review and approval will be conducted at the next meeting.

3. January 13, 2017 - The Mid-Year Sip was reviewed by Ms. Valero. She informed the Committee that the EESAC roster was the only item updated on the SIP. Signature page to be signed in Mr. Smith's office.

4. February 23, 2017 - Mr. Kennedy stated the SIP added new student data but our goals are unchanged.

Mr. Kennedy shared updated to the Parental Involvement Plan (PIP) such as home visits to parents of second language speakers and truant students have been successful, Parental Resource Room is accessible to parents, weekend workshops for parents are offered by the District. Mr. Kennedy further added that the State evaluates parental involvement from August to the present. Mr. Kennedy also provided updated to Title 1. The SSR has passed with 86% approval, so we can move forward with planning for the next school year. Mr. Kennedy, noted that teachers were invited to an open forum with Mr. Smith to address any questions they had prior to the Faculty meeting to vote.

b. Development of this school improvement plan

Several EESAC members form part of the SIP Writing Team. The Writing team analyzes the data, sets goals, identifies barriers and generates strategies to target weaknesses and accomplish goals. The EESAC reviews the SIP and makes changes and suggestions. The EESAC approves the SIP.

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

Miami Springs Senior High EESAC is made aware of the school's budget through our EESAC meetings. Members are able to ask any questions and/or have concerns addressed. In addition, the EESAC is responsible for approving the allocation of school improvements funds.

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

EESAC Funds- Budget \$ 3,442.01

The following proposals were unanimously approved. Mr. Moris moved to approve all proposals and Mr. Smith seconded:

- \$ 939.00.- Mr. Barge/Fernandez – VEX Robotics Classroom & Competition Kit.
- \$ 360.00- Mr. Drew (PE Dept.)- 2 Running Belt for Lifefitness.
- \$ 250.00- Ms. Ambrose (PE Dept.) – Kettle Bell Lifting.
- \$ 124.00- Ms. Ceballos – Tap Cards for Lit & Info Text and American Speeches Resource Guide for AP.
- \$ 150.00- Mr. Velasquez – 1080 Club
- \$ 400.00 – Ms. Miguez - ECO Club

- EESAC Balance= \$ 1,219.00

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
Torossian, Alfred	Principal
Develasco, Carolina	Teacher, K-12
Jackson, Jason	Teacher, K-12
Moris, Jason	Teacher, K-12
Iribar, Lazaro	Teacher, K-12
Wilson, Delmar	Teacher, K-12
Valero, Alina	Assistant Principal
Goldstein, Beth	Teacher, K-12
Villanueva , Miguelina	Teacher, K-12
Piedra, Jose	Teacher, K-12
Mills, Corina	Teacher, K-12
Kennedy, Gino	Assistant Principal
Ceballos, Isel	SAC Member
Drew, William	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) meets monthly to collaborate on literacy and reading achievement that align with the Florida State Standards (FSS). In addition, the LLT plan professional development that aligns with our school-wide goals.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Leadership Literacy Team (LLT) meets monthly to collaborate and plan professional development that aligns with the school's goals and fosters collaborative planning and instruction allowing for student achievement with the Florida State Standards (FSS). In addition, the LLT meets with teachers to implement evidence-based strategies discussed during LLT planning meetings to ensure teachers plan and deliver effective instruction.

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

The following strategies will be supervised by the administrative team.

1. Networking with other schools to recruit personnel
2. Placement of student classroom observers and interns
3. Regular meetings with new teachers
4. Participation in the Mentoring and Induction for New Teachers (MINT) Program

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

The mentee will be paired with a mentor within their academic department. A mentor teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, and/or a MINT certified site-based mentor.

The mentor and mentee will meet bi-weekly to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback and coaching.

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.

Administration meets consistently with the Core Instructional Leaders to collaborate and plan professional development activities that align to the Florida State Standards (FSS). Faculty members participate in professional learning activities which focus on curriculum alignment, evidence-based instructional strategies, District Pacing Guides and data analysis.

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.

Faculty participate in professional learning activities which focus on curriculum alignment, instructional strategies, District Pacing Guides and data analysis. Departments analyze assessment data to determine additional instructional supports needed by students. Teachers re-teach and present mini-lessons after analyzing data. Students in need of further support will be offered after-school tutoring in order to meet the diverse needs of students.

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

Strategy: Extended School Day

Minutes added to school year: 4,320

After-school tutoring for students in the English Language Learner (ELL) program will be offered twice a week over a 12 week span in order to assist in preparation for ELA. Crunch-time tutoring initiatives will take place throughout the year after school, as needed. Honor societies will offer tutoring for students in need of remediation or instruction.

Strategy Rationale

Differentiating instructional models will ensure the needs of our diverse population of students is met.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Valero, Alina, 250327@dadeschools.net

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

Teacher-created tests and mini-assessments, Interim Assessments, Student Data Chats through core departments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

N/A

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.

Secondary School Reform has allowed high schools to make elective combinations that promote career planning. Students discuss their potential career interests with their teachers and counselors and are then exposed to the available Academy options that may be of interest to them. Through this discussion and choice selection, students' course of study becomes meaningful.

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

Students are encouraged to take elective courses that are aligned within an area of interest that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together. This will be done through the infusion of project-based instruction.

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

Miami Springs Senior High School's (MSSH) graduates completing a post-secondary curriculum has increased steadily. A post-secondary curriculum includes four Language Arts courses, at least three to four Mathematics courses, three to four science courses and the three required social studies courses. Additionally dual enrollment courses are encouraged. MSSH also encourages students to participate in Advanced Placement/Dual Enrollment and Cambridge Courses beginning in the ninth grade with World History and Language Arts..

The graduation data shows 80.0% of our students receive a diploma. Our Student Services department will continue to meet with senior students three times during the school year. This will ensure that senior students are monitoring their GPA and increasing the possibility for scholarships, such as the Bright Futures. Our College Assistance Program (CAP) Counselor invites colleges and universities to come to the school and meet with students that are potential candidates to attend their schools. Also, our CAP will continue to work with students on compiling Financial Aid information and researching of scholarships for students. Administrative team will meet with at risk students to offer support as needed.

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.

When comparing our district to others across the state we are well ahead of the average as we continue to offer remedial study opportunities for our students and encourage them to take the SAT, ACT and PERT. In addition, MSSH offers Cambridge, AP and Dual Enrollment (off-campus) courses to further challenge our students. All 10th grade students this year will participate in the PSAT and we will use the results to aid in identifying students abilities for future course placement.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G096699

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - Hispanic	72.0
AMO Reading - ELL	59.0
AMO Reading - SWD	63.0
AMO Reading - ED	69.0
AMO Math - SWD	70.0
CELLA Listening/Speaking Proficiency	44.0
CELLA Reading Proficiency	24.0
CELLA Writing Proficiency	25.0
FSA ELA Achievement	48.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	37.0
FSA Mathematics Achievement	27.0
Math Gains	24.0
Math Lowest 25% Gains	24.0
Algebra I EOC Pass Rate	62.0
Geometry EOC Pass Rate	57.0
Bio I EOC Pass	68.0
AMO Reading - African American	66.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and experience analyzing data and using data results to drive instruction in a 90 minute block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Faculty, department meetings, Early Release PD, and No-opt Teacher Planning Days offer professional development opportunities requested by faculty members in the needs assessment survey and during meetings. The continued use of resources such as those found in CPALMS, District Pacing Guides, and FSA/EOC resources will assist teachers in creating and implementing rigorous lessons that engage students in active learning. The District Curriculum Support Specialist supports literacy instruction at our school by meeting with teachers and offering support where needed.

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs; Senior Staff debriefing; Core Team meeting feedback; Administrative-Teacher Data Chats; Teacher-Student Data Chats; Analysis of data

Person Responsible

Alfred Torossian

Schedule

Daily, from 9/11/2017 to 6/7/2018

Evidence of Completion

Administrative Team walk-through logs; Core Team meeting feedback, Data Chats and analysis of data will demonstrate an increase in student achievement.

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

G096699

G1.B1 Limited knowledge and experience analyzing data and using data results to drive instruction in a 90 minute block. 2

B260090

G1.B1.S1 By improving the knowledge of teachers to analyze data, they will be able to plan data-driven instruction to improve student academic achievement. 4

S275539

Strategy Rationale

Consistent Administrative-Teacher data chats to review and analyze current data will assist teachers in planning appropriate instructional strategies that promote student achievement.

Action Step 1 5

Administrators will assist departments/teachers in reviewing data and planning appropriate instructional strategies.

Person Responsible

Alfred Torossian

Schedule

Monthly, from 9/4/2017 to 4/16/2018

Evidence of Completion

Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars

Action Step 2 5

Administrators will assist departments/teachers in analyzing data and planning appropriate instructional strategies.

Person Responsible

Alfred Torossian

Schedule

Quarterly, from 10/23/2017 to 4/16/2018

Evidence of Completion

Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars

Action Step 3 **5**

Administrators will meet with departments/teachers for data chats to review and analyze data as well as assist with the planning of appropriate instructional strategies.

Person Responsible

Alfred Torossian

Schedule

Quarterly, from 10/23/2017 to 4/16/2018

Evidence of Completion

Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars

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

Administrator walk-throughs, teacher lesson plans, teacher and student data and work folders.

Person Responsible

Alfred Torossian

Schedule

Weekly, from 11/1/2017 to 6/7/2018

Evidence of Completion

Teacher lesson plans, teacher data folders, Scope and Sequence calendars, scheduling calendars, progress monitoring reports.

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

Review of progress monitoring reports will provide teachers with data to assist in planning appropriate instructional strategies.

Person Responsible

Alina Valero







Schedule

Every 6 Weeks, from 9/4/2017 to 6/7/2018

Evidence of Completion

Progress monitoring reports, including web-based programs and curriculum resources, teacher-made assessments, student work folders, teacher 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
2018					
G1.B1.S1.A1  A370028	Administrators will assist departments/ teachers in reviewing data and planning appropriate...	Torossian, Alfred	9/4/2017	Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars	4/16/2018 monthly
G1.B1.S1.A2  A370029	Administrators will assist departments/ teachers in analyzing data and planning appropriate...	Torossian, Alfred	10/23/2017	Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars	4/16/2018 quarterly
G1.B1.S1.A3  A370030	Administrators will meet with departments/teachers for data chats to review and analyze data as...	Torossian, Alfred	10/23/2017	Data chat forms, Scope and Sequence calendars, action plans, memorandums, scheduling calendars	4/16/2018 quarterly
G1.MA1  M398449	Classroom walk-throughs; Senior Staff debriefing; Core Team meeting feedback;...	Torossian, Alfred	9/11/2017	Administrative Team walk-through logs; Core Team meeting feedback, Data Chats and analysis of data will demonstrate an increase in student achievement.	6/7/2018 daily
G1.B1.S1.MA1  M398447	Review of progress monitoring reports will provide teachers with data to assist in planning...	Valero, Alina	9/4/2017	Progress monitoring reports, including web-based programs and curriculum resources, teacher-made assessments, student work folders, teacher lesson plans.	6/7/2018 every-6-weeks
G1.B1.S1.MA1  M398448	Administrator walk-throughs, teacher lesson plans, teacher and student data and work folders.	Torossian, Alfred	11/1/2017	Teacher lesson plans, teacher data folders, Scope and Sequence calendars, scheduling calendars, progress monitoring reports.	6/7/2018 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 knowledge and experience analyzing data and using data results to drive instruction in a 90 minute block.

G1.B1.S1 By improving the knowledge of teachers to analyze data, they will be able to plan data-driven instruction to improve student academic achievement.

PD Opportunity 1

Administrators will assist departments/teachers in analyzing data and planning appropriate instructional strategies.

Facilitator

S. Perez, PD Liaison, Assistant Principals over their core departments.

Participants

Department Chairs and teachers, Assistant Principals, Curriculum Support Specialist

Schedule

Quarterly, from 10/23/2017 to 4/16/2018

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	Administrators will assist departments/teachers in reviewing data and planning appropriate instructional strategies.	\$0.00
2	G1.B1.S1.A2	Administrators will assist departments/teachers in analyzing data and planning appropriate instructional strategies.	\$0.00
3	G1.B1.S1.A3	Administrators will meet with departments/teachers for data chats to review and analyze data as well as assist with the planning of appropriate instructional strategies.	\$0.00
Total:			\$0.00