

Miami-Dade County Public Schools

Miami Southridge Senior High



2021-22 Schoolwide Improvement Plan

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Miami Southridge Senior High

19355 SW 114TH AVE, Miami, FL 33157

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

Demographics

Principal: Humberto M IR Et J

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: B (55%) 2017-18: C (48%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Miami Southridge Senior High is an all-inclusive educational institution committed to providing a transformative education through the infusion of the 4 A's (Academic, Activities, Athletics, and the Arts), innovative teaching practices, and technology. Miami Southridge is fostering student intellectual growth and social qualities to produce contributing members of society by preparing students for the evolving global needs of the 21st century.

Provide the school's vision statement.

Miami Southridge Senior High School will set the standard in secondary education by offering distinctive curricular programs to enlighten the leaders of tomorrow in an open and inclusive environment. Our vision is to provide a student focused education that will inspire young minds and propel them to achieve excellence in their post-secondary endeavors.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Miret, Humberto J.	Principal	Ensures the development and execution of the school's vision. Responsible for planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Berkey, Kim	Assistant Principal	Assists the principal in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Morales, Alejandro	Assistant Principal	Assists the principal in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Stevens, Yolanda	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Williams, Alfred	Teacher, K-12	Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Evans, Seren	Other	CAP advisors help students secure information for the selection of appropriate colleges, universities, vocational and/or technical schools; obtain and complete college admissions applications; and complete financial aid applications.

Demographic Information

Principal start date

Tuesday 7/27/2021, Humberto M IR Et J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

68

Total number of teacher positions allocated to the school

164

Total number of students enrolled at the school

2,015

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

22

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	527	584	459	445	2015	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	237	257	203	167	864	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	107	224	191	160	682	
Course failure in Math	0	0	0	0	0	0	0	0	0	93	131	147	87	458	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	128	191	139	169	627	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	152	194	127	175	648	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	354	0	0	0	354	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	224	296	235	241	996

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	11	12	
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	18	8	13	50	

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	650	519	484	419	2072	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	261	210	165	137	773	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	229	199	163	1	592	
Course failure in Math	0	0	0	0	0	0	0	0	0	131	149	89	2	371	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	197	140	176	116	629	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	197	131	184	165	677	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	301	243	244	134	922

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	1	1	11	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	9	10	11	48

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	59%	56%	27%	59%	56%
ELA Learning Gains				44%	54%	51%	47%	56%	53%
ELA Lowest 25th Percentile				43%	48%	42%	50%	51%	44%
Math Achievement				37%	54%	51%	22%	51%	51%
Math Learning Gains				57%	52%	48%	40%	50%	48%
Math Lowest 25th Percentile				59%	51%	45%	56%	51%	45%
Science Achievement				70%	68%	68%	54%	65%	67%
Social Studies Achievement				52%	76%	73%	40%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	28%	55%	-27%	55%	-27%
Cohort Comparison		0%				
10	2021					
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	68%	-3%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	71%	-20%	70%	-19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	63%	-26%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	54%	-17%	57%	-20%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring assessments used to compile the data below are Mid-Year Assessments for English 9th Grade, English 10th Grade, Algebra (9th Grade Math), Geometry (10th Grade Math), Biology (10th Grade), and US History (11th Grade). The progress monitoring tools used to compile the data below are Power BI and Performance Matters.

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	28	0
	Economically Disadvantaged	0	27	0
	Students With Disabilities	0	12	0
	English Language Learners	0	9	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	47	0
	Economically Disadvantaged	0	47	0
	Students With Disabilities	0	38	0
	English Language Learners	0	62	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	21.5	0
	Economically Disadvantaged	0	33	0
	Students With Disabilities	0	12	0
	English Language Learners	0	8	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	40	0
	Economically Disadvantaged	0	41	0
	Students With Disabilities	0	37	0
	English Language Learners	0	26	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	8	0
Biology	Economically Disadvantaged	0	8	0
	Students With Disabilities	0	0	0
	English Language Learners	0	6	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	51	0
	Economically Disadvantaged	0	50	0
US History	Students With Disabilities	0	23	0
	English Language Learners	0	48	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	23	26	8	19	27	28	24		100	66
ELL	16	37	41	21	31	37	39	27		88	89
BLK	19	30	35	17	26	27	43	29		99	83
HSP	37	41	39	25	27	37	58	47		94	78
MUL	18	31		17	29		36				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	48	48		50	39		85			94	75
FRL	30	36	34	22	28	33	53	39		95	81
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	43	45	22	44	45	39	36		86	68
ELL	17	41	41	30	51	46	66	32		78	86
BLK	19	41	45	33	57	66	61	50		88	71
HSP	34	46	41	41	58	52	76	54		87	79
WHT	32	50		25	62		71	46		93	77
FRL	27	43	42	37	58	61	69	51		88	76
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	43	43	16	42	50	38	32		82	25
ELL	9	50	59	28	54	73	29	28		75	72
BLK	21	38	41	15	31	48	44	32		85	50
HSP	33	52	56	27	44	60	60	45		80	64
WHT	28	50		30	36		80	80		87	62
FRL	27	46	49	22	40	57	53	39		83	56

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	11
Percent Tested	85%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the data, there is a trend of improvement in 9th grade ELA and Algebra I among the general education population. In addition, proficiency in Algebra I on the MYA showed an increase in students with disabilities. 10th grade ELA performance remained neutral, according to the data and students with disabilities and the lowest 25% showed a decrease in Geometry and ELA, respectively.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the data, students with disabilities show a need for improvement in the areas of Geometry and ELA. Also, students identified as the lowest 25% demonstrate the greatest need for improvement in ELA. The percentage of students with disabilities who did not perform in the proficient range in ELA was 76% and 75% in Geometry. In addition, students in the lowest 25% showed an increase in non-proficiency from 89% to 95% in the area of ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Deficits in reading comprehension impact these students' ability to perform proficiently in ELA and Geometry as both subjects include aspects of abstract language. Data-driven instruction and an increase in intervention or small-group instruction along with regular progress monitoring need to take place to address this need for improvement in this group of students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Results from the 9th and 10th Grade ELA tests showed the most improvement in the 2020-2021 FSA testing with an increase in proficiency from 27% to 31%.

In addition, according to PowerBI, the MYA data for Algebra I showed an average percentage of correct responses in our population of students with disabilities increased 7 percentage points from 27% to 34% for the 2019-2020 school year in comparison to the 2018-2019 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Differentiated Instruction was implemented in ELA and math courses. In addition, Standards-Based Instruction accompanied with regular progress monitoring also contributed to improvement in student performance on the MYA in the areas of Algebra I and 9th grade ELA.

What strategies will need to be implemented in order to accelerate learning?

Small-group instruction for students not making adequate progress, along with remediation, interventions and or extending learning opportunities are strategies that need to be implemented in order to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development focusing on student engagement, data-driven instruction and other best-practices will be given to support teachers and leaders to facilitate and accelerate learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extended learning opportunities such as Saturday School and after-school tutoring will be implemented to ensure sustainability of skills in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Based on responses from the 2021 School Climate Survey, 40% of teachers strongly agreed or agreed with the following statement, "I feel there are insufficient resources (funds, books, etc)." That leaves only 50% of the surveyed staff population feeling that they have sufficient resources to complete their jobs effectively and 10% feeling neutral.
Measurable Outcome:	By the end of the 2021-2022 school year, at least 95% of teachers will participate in school-wide professional development pertaining to student engagement, instructional delivery and use of teacher resources.
Monitoring:	Staff participation will be monitored via attendance sheets from professional development activities. Instructional coaches will utilize the coaching model to facilitate the successful implementation of research-based instruction.
Person responsible for monitoring outcome:	Akera Singleton (aklathan@dadeschools.net)
Evidence-based Strategy:	Effective Curriculum and Resource Utilization--Teachers will use district curriculum resources to maximize student learning utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning.
Rationale for Evidence-based Strategy:	The resources provided by the district are available to facilitate student learning outcomes. The staff will participate in professional development activities to familiarize themselves with utilizing given materials.

Action Steps to Implement

Survey faculty and staff to ascertain various professional learning opportunities to promote and build capacity. This will be evidenced by emails, Google surveys, and data will determine the areas of growth the staff is seeking. The administrative team will monitor the Google forms by September 18.

Duration: August 18 - October 11, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Monthly curriculum council meetings will identify individuals to lead professional development opportunities during faculty meetings and/or professional development planning days.

Duration: September 8, 2021 - October 11, 2021

Person Responsible Yolanda Stevens (ystevens1@dadeschools.net)

Create a task force that will focus on the establishment of school wide initiatives that will empower teachers and staff. These initiatives will be reviewed quarterly.

Duration: September 8, 2021 - October 11, 2021

Person Responsible Seren Evans (296070@dadeschools.net)

Team-building and mentoring systems in place to assist new and veteran teachers in the areas of classroom management, student engagement, FLDOE teacher certification requirements, and utilization of technology. Quarterly feedback will be used to provide additional support as requested.

Duration: August 18, 2021 - October 11, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Teachers in the Inclusion setting will meet with their co-teacher to establish a co-teaching model. This will allow more opportunities for small group and one-to-one learning. It will also help inform and establish a co-teach model that will help enrich student engagement and instruction.

Duration: November 1 - December 17, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

Student Services members will receive training to promote post-secondary planning for all students by engaging in sessions for SCOIR, FAFSA, Bright Futures, and course scheduling to increase advanced academics.

Duration: November 1 - December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Team-building and mentoring systems continue to assist new and veteran teachers in the areas of classroom management, student engagement, FLDOE teacher certification requirements, and utilization of technology. Quarterly feedback will be used to provide additional support as requested.

Duration: January 31, 2022- April 29, 2022

Person Responsible Yolanda Stevens (ystevens1@dadeschools.net)

Monthly curriculum council meetings continue to identify individuals to lead professional development opportunities during faculty meetings and/or professional development planning days.

Duration: January 31, 2022- April 29, 2022

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Instructional Coaching**Area of Focus Description and Rationale:**

According to the data obtained for the 2020-2021 school year, academic growth and achievement needs to be made in all academic areas. Of the 9th graders who tested in ELA, only 28% were proficient and for 10th graders, only 31% were proficient. While this is an increase from 27% in 2018-2019, there is still a focus for more growth in proficiency as well as learning gains as 69% of students are below proficiency in ELA. In addition, the Mathematics EOC proficiency also decreased from 37% to 22%, Biology EOC proficiency decreased from 70% to 52%, and US History EOC proficiency decreased from 53% to 41%.

Effective questioning, student engagement and explicit instruction are all essential best-practices that promote student growth and achievement. Based on the results of the assessments, students will benefit when their teachers engage in and utilize instructional coaching methods that focus on these core strategies and practices. Teachers will be able to encourage students to be invested in their learning by requiring thinking, sharing and answering questions. In addition, explicit instructional practices will benefit those students who are identified as non-proficient.

Measurable Outcome:

By the end of the 2021-2022 school year, students will make at least a 5% increase in ELA for both 9th and 10th grade for proficiency and a 10% increase in learning gains. Mathematics EOC will increase 10% points and both the US History and Biology EOC proficiency rates will increase 15% points.

Monitoring:

Student achievement will be monitored through data chats by the Instructional Coach, Department Chairs, and Administration. Teacher participation in coaching cycles will be documented. Teacher participation in professional learning will be documented via attendance logs.

Person responsible for monitoring outcome:

Kim Berkey (kberkey@dadeschools.net)

Evidence-based Strategy:

Instructional Support/Coaching--Teachers will work together to set measurable goals to improve instructional outcomes related to student engagement, explicit instruction and effective questioning strategies. Coaching cycles will focus on student-centered and teacher-centered methods to increase achievement and engagement.

Rationale for Evidence-based Strategy:

Teachers will benefit from on-going support in instructional best-practices as the data indicates a need for continued instructional support and coaching in effective questioning, student engagement and explicit instruction.

Action Steps to Implement

Monthly faculty meetings will showcase best practices utilized in classrooms across all instructional areas to introduce a variety of resources and/or innovative technology systems to enhance student engagement. Duration: August 18 - October 11, 2021

Person Responsible

Humberto J. Miret (pr7731@dadeschools.net)

Monthly cross-curricular learning walks by department to observe best practices in action. The debrief will be reviewed during collaborative planning and professional development offered to all teachers as necessary.

Duration: August 30, 2021 - October 11, 2021

Person Responsible Alejandro Morales (amorales1@dadeschools.net)

Facilitate effective weekly common planning by core area to ensure alignment and established look-fors during walkthroughs by Administration. A pre-planning sheet will be utilized by teachers to guide the collaborative planning process and support from the Instructional Coach.

Duration: August 18, 2021 - October 11, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

Facilitate common planning for Literacy teachers by grade level to ensure alignment that is inclusive of ELL and students with disabilities. Monitoring will be done through weekly common planning, with City Year, and the ELL and SPED department chairs.

Duration: August 18, 2021 - October 11, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Working with the Transformation Coach, Department Chair, and Curriculum Support Specialist, teachers will develop department-wide DI best practice. Practices may include the use of student roles, accountability logs for different rotations (including technology logs, independent reading) and exit tickets.

Duration: November 1 - December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

As a result of classroom walkthroughs, identified teachers will be provided additional support to increase knowledge and practice of a specific instructional practice. The two week cycle will focus on an area of growth that will include modeling by a veteran teacher and/or participating in district collaborative sessions.

Duration: November 1 - December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Continue effective weekly common planning by core area to ensure alignment and established look-fors during walkthroughs by Administration. A pre-planning sheet will be utilized by teachers to guide the collaborative planning process and support from the Instructional Coach.

Duration: January 31, 2022 - April 29, 2022

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Working with the Transformation Coach, Department Chair, and Curriculum Support Specialist, teachers will develop and share department-wide DI best practices. Practices may include the use of student roles, accountability logs for different rotations (including technology logs, independent reading) and exit tickets.

Duration: January 31, 2022 - April 29, 2022

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Based on responses from the 2021 School Climate Survey, 50% of students strongly agreed or agreed with the following statement, "Adults at my school care about me as an individual." That leaves 50% of the surveyed student population feeling that adults at our school do not care about them as an individual.
Measurable Outcome:	If we successfully implement school wide initiatives, 80% of the students will feel that the staff and teachers demonstrate positive support for all students and value them as individuals as indicated by the 2022 climate survey.
Monitoring:	The Harvard Reimagining Integration Diversity in Equitable Schools (RIDES) team consisting of administration, guidance counselors, and teacher leaders will work closely to monitor how the staff and students
Person responsible for monitoring outcome:	Kim Berkey (kberkey@dadeschools.net)
Evidence-based Strategy:	Student Voice shows students that their expertise, opinions and ideas are valued in the school. This can impact their valuing of school and sense of belonging. There is a wide variety of ways Student Voice can be implemented including, but not limited to, student focus groups, student council, student surveys, and/or a visible and utilized suggestion box. The most important elements of including Student Voice are ensuring there are equitable opportunities for all students to provide input and that there is communication back to students on how their feedback has been considered and/or incorporated.
Rationale for Evidence-based Strategy:	The 2020-2021 data from our student symposium and climate survey shows that 50% of the students do not feel as though their teacher recognize individuality or provide for equitable practices in the classroom. Research indicates that there is a direct correlation between student success and an environment of equal educational opportunities regardless of race, gender, age, disability, or economic circumstance.

Action Steps to Implement

As a staff, we will view instructional challenges as opportunities to cultivate a sense of purpose. Staff will think about their impact on student expectations and overall achievement as well as any implicit biases that may exist. An "I Believe" will be created by each faculty member that will speak to their commitment to students.

Duration: September 8 - 30, 2021

Person Responsible April Garrett (258128@dadeschools.net)

Students will complete a survey that will identify their individual goals as it relates to post-secondary education and/or career planning, academic track, and elective interests. Guidance counselors will utilize this information to plan for college and career fairs, individual course selections, and internship availability. Duration: October 5, 2021

Person Responsible Victor Tejera (tejera@dadeschools.net)

Student and teacher symposiums will be held to allow for an open dialogue about race, equity, diversity, and inclusion at our school and in the community.

Duration: October 5, 2021

Person Responsible April Garrett (258128@dadeschools.net)

A team of students and teacher leaders will be assembled annually to promote equity and inclusivity throughout the school in all areas of the four A's of Miami Southridge: Academics, Activities, Athletics, and the Arts.

Duration: August 23 - October 11, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Non-Instructional staff will engage in a professional development session by Dr. Elam of the Leadership Institute about Equity, Diversity, and Inclusion.

November 1 - December 17, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

The school's Harvard RIDES Team will revisit the Equity Improvement Cycle with the staff during a faculty meeting to analyze the current level of school culture as it relates to the sense of belonging and safe-spaces for all students.

November 1 - December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

A team of students and teacher leaders will conduct an elective fair as part of the subject selection process to promote equity and inclusivity throughout the school in all areas of the four A's of Miami Southridge: Academics, Activities, Athletics, and the Arts.

Duration: January 31, 2022 - April 29, 2022

Person Responsible April Garrett (258128@dadeschools.net)

The school's Harvard RIDES Team will guide the staff as it relates to identifying the WHY of equity work and engaging in adaptive communication to develop our equity journey map.

Duration: January 31, 2022 - April 29, 2022

Person Responsible Victor Tejera (tejera@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, the SIP survey, and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. When asked how often your administrator provides you with feedback to improve student outcomes, 4% of teachers answered daily, 18% answered weekly, 30% answered monthly and 24% answered quarterly. We want to develop teachers by providing feedback that is immediate, clear, frequent, and directly aimed to improve teacher pedagogy and increase student outcomes.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, teachers will receive the necessary feedback to improve student outcomes. By April of 2022, 50% of teachers will have received feedback aimed to improve academic outcomes at least monthly by administration.
Monitoring:	During walkthroughs, administration will look for research based instructional practices that increase student outcomes. Teachers will receive actionable feedback and a follow up walkthrough. Administration will share this information in their weekly meetings.
Person responsible for monitoring outcome:	Kim Berkey (kberkey@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By providing consistent, developmental feedback we are providing a clear expectation and assessing progress towards that goal. A description of the behavior and support that will be provided as a school wide instructional practice focus each month.
Rationale for Evidence-based Strategy:	Research proves that providing teachers immediate and frequent feedback is one of the most impactful actions to increase student achievement. Creating and promoting a culture of feedback along with common goals improves teacher pedagogy and student outcomes.

Action Steps to Implement

Data from assessments will be utilized to conduct quarterly teacher data chats by department to address the needs of our students.

Duration: October 10, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

The administrative team will ensure during walkthroughs, that best practices are identified and highlighted at each faculty meeting and teachers are given the time to reflect on the identified practice. This will occur on a weekly and monthly basis.

Duration: August 23, 2021 - October 11, 2021

Person Responsible Alejandro Morales (amorales1@dadeschools.net)

As a staff, we will celebrate with each other in order to recognize growth as it pertains to student achievement and/or departmental success. The staff will get together on a monthly basis to celebrate student achievement, professional successes, and other relevant accomplishments that speak to the hard-work and dedication of the staff.

Duration: August 18, 2021 - October 11, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

We will recognize teacher and department accomplishments via social media posts, website highlights, morning announcements, and monthly Spartan of the Month award.

Duration: August 18, 2021 - October 11, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

As a follow up to the interventions discussed in teacher data chats, administrative walkthroughs will continue to monitor the effectiveness of classroom instruction to ensure students are making adequate progress towards learning gains and proficiency.

Duration: November 1 - December 17, 2021

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

Teachers in core content areas will have the opportunity to conduct peer-to-peer observations. This will give the observer an opportunity to learn new instructional strategies and will give the observed teacher an opportunity to receive valuable feedback.

Duration: November 1 - December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Data from mid-year assessments will be utilized to conduct teacher data chats by department to address the needs of our students.

Duration: January 31, 2022 - April 29, 2022

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

As a follow up to the interventions discussed in teacher data chats, administrative walkthroughs will continue to monitor the effectiveness of classroom instruction to ensure students are making adequate progress towards learning gains and proficiency.

Duration: January 31, 2022 - April 29, 2022

Person Responsible Kim Berkey (kberkey@dadeschools.net)

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

According to the data obtained for the 2020-2021 school year, academic growth and achievement needs to be made in all academic areas. Of the 9th graders who tested in ELA, only 28% were proficient and for 10th graders, only 31% were proficient. While this is an increase from 27% in 2018-2019, there is still a focus for more growth in proficiency as well as learning gains as 69% of students are below proficiency in ELA.

Effective questioning, student engagement and explicit instruction are all essential best-practices that promote student growth and achievement. Teachers will be able to encourage students to be invested in their learning by requiring thinking, sharing and answering questions. In addition, explicit instructional practices will benefit those students who are identified as non-proficient.

Measurable Outcome:

By the end of the 2021-2022 school year, students will make at least a 5% increase in ELA for both 9th and 10th grade for proficiency and a 10% increase in learning gains.

Monitoring:

Student achievement will be monitored through data chats by the Instructional Coach and Administration. Teacher participation in coaching cycles will be documented. Teacher participation in professional learning will be documented via attendance logs.

Person responsible for monitoring outcome:

Kim Berkey (kberkey@dadeschools.net)

Evidence-based Strategy:

Differentiated Instruction (DI) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

The effectiveness of Differentiated Instruction will improve by teachers receiving training on the best practices to differentiate instruction and data analysis. Transformational coaches will provide teachers with the appropriate resources needed to differentiate instruction. The administration of the school will support the Instructional Coaches by providing consistently meaningful feedback to coaches and teachers.

Action Steps to Implement

Teachers will utilize data from 2020-2021 as well as baseline FAIR testing to develop DI groups in Reading and ELA classes.

Duration: September 6- October 11

Person Responsible

Kim Berkey (kberkey@dadeschools.net)

Teachers and the Instructional Coach will utilize current data to identify specific benchmarks for remediation and pull resources that target the identified standard.

Duration: September 6- October 11

Person Responsible

Humberto J. Miret (pr7731@dadeschools.net)

Literacy common planning and department meetings will collaborate to ensure Reading and English courses are in alignment and utilizing the support of interventionists.

Duration: September 6- October 11

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Administration will conduct weekly walkthroughs of Reading and English courses to ensure DI is being implemented with fidelity and adjusting as necessary to remediate all identified benchmarks.
Duration: September 6- October 11

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

ESE Co-Teachers and support staff will review student placements as indicated in the IEP to ensure LRE is being met and student progress is adequate.
Duration: November 1- December 17, 2021

Person Responsible Kim Berkey (kberkey@dadeschools.net)

The HLAAP Paraprofessional will provide assistance in ELA classrooms with students in ESOL Levels 4 and 5 as they are currently combined with the non-ESOL population.

Person Responsible Humberto J. Miret (pr7731@dadeschools.net)

Teachers and the Instructional Coach will utilize current mid-year data to identify specific benchmarks for remediation and pull resources that target the identified standard.
Duration: January 31, 2022 - April 29, 2022

Person Responsible Yolanda Stevens (ystevens1@dadeschools.net)

Administration will conduct weekly walkthroughs of Reading and English courses to ensure DI is being implemented with fidelity and adjusting as necessary to remediate all identified benchmarks.
Duration: January 31, 2022 - April 29, 2022

Person Responsible Kim Berkey (kberkey@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the dashboard, Miami Southridge ranks #263 out of 505 high schools in Florida. Although a Moderate designation is noted, the rate of incidents is less than the statewide average of 3.3 per 100 students. Violent incidents and drug use are of the more immediate concerns. As a result, a team of staff members will be tasked with proactive efforts to address issues between students, peer mediation, mental health services, and positive behavior interventions and support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Miami Southridge Senior High takes pride in school spirit and fosters a positive school culture through the four A's: Academics, Activities, Athletics, and the Arts. Through our work with Harvard University, staff and students engage in exercises to promote equity, diversity, and inclusion for the benefit of all stakeholders. We ensure that all students, staff, and parents have a voice in our educational plan and need for professional development.

Student and staff accomplishments are prominently displayed within the hallways of our building to celebrate and honor our school history. Staff members engage in both formal instructional planning sessions as well as informal gatherings to connect as individuals outside of the classroom.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The management of a positive school culture is successful when each person has a hand in the development and maintenance of the system in place. Our school leadership team consisting of Administration, Instructional Coaches, Department Chairpersons, Student Services, and Teacher Leaders each take part in ensuring that we are proactive in meeting the needs of students and staff. Mentoring programs, team-building, parent/guardian outreach, and positive behavior interventions are guided by the Guidance Counselors, PBIS Coach, Behavior Management Technician, and Community Involvement Specialist.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

Total:	\$0.00
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