

Miami-Dade County Public Schools

# Miami Southridge Senior High



## 2022-23 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: 7/27/2015

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>8-12                                      |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education                                   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |  |
| <b>School Grades History</b>   | 2021-22: C (53%)<br>2018-19: B (55%)<br>2017-18: C (48%) |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>                 |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

### 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Miami Southridge Senior High

19355 SW 114TH AVE, Miami, FL 33157

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>8-12                              | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 96%  |

### School Grades History

| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C       |         | B       | B       |

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| 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 for an effective, efficient, and safe instructional learning environment that 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 that are essential to an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential.   |
| Evans , Seren      | Administrative Support | 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.   |
| Uriarte, Adrienne  | Instructional Coach    | The Transformation Coach provides direct instructional services for improving and supporting classroom instruction. Focused on utilizing the coaching model to support teachers in effective evidence-based instructional strategies to improve students' academic success.   |
| Figueroa, Scarleth | Teacher, K-12          | Instructs our advanced academic students in AP English Language and AP English Literature. Plan and deliver lessons. Administer assessments, use data to provide differentiated instruction, and help develop our advanced academic program.  |

## Demographic Information

### Principal start date

Monday 7/27/2015, Humberto M IR Et J

**Number of teachers with a 2022 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.*

4

**Number of teachers with a 2022 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.*

27

**Total number of teacher positions allocated to the school**

92

**Total number of students enrolled at the school**

1,980

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

32

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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 | 621 | 529 | 523 | 453 | 2126 |       |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 252 | 174 | 183 | 148 | 757  |       |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 | 152 | 76  | 84  | 504  |       |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87  | 36  | 65  | 37  | 225  |       |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 124 | 58  | 83  | 76  | 341  |       |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 304 | 252 | 250 | 1   | 807  |       |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 274 | 265 | 209 | 2   | 750  |       |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 311 | 202 | 237 | 150 | 900  |       |
|  | 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   |      |       |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 356 | 300 | 259 | 98 | 1013  |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 12 | 2  | 1  | 9  | 24 |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 9  | 8  | 7  | 56 |       |



**Date this data was collected or last updated**

Wednesday 9/7/2022

**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 | 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 |       |

**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 | 488 | 505 | 409 | 20 | 1422  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 | 185 | 144 | 1  | 506   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 76  | 66  | 0  | 300   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37  | 64  | 34  | 0  | 135   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58  | 75  | 67  | 0  | 200   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 244 | 253 | 1   | 0  | 498   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 256 | 203 | 1   | 0  | 460   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 207 | 242 | 149 | 0  | 598   |

#### 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 | 303 | 257 | 89 | 3  | 652   |

#### 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 | 25 | 2  | 1  | 10 | 38    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 11 | 5  | 3  | 40    |

## 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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 33%    | 54%      | 51%   |        |          |       | 28%    | 59%      | 56%   |
| ELA Learning Gains          | 46%    |          |       |        |          |       | 44%    | 54%      | 51%   |
| ELA Lowest 25th Percentile  | 37%    |          |       |        |          |       | 43%    | 48%      | 42%   |
| Math Achievement            | 31%    | 42%      | 38%   |        |          |       | 37%    | 54%      | 51%   |
| Math Learning Gains         | 57%    |          |       |        |          |       | 57%    | 52%      | 48%   |
| Math Lowest 25th Percentile | 63%    |          |       |        |          |       | 59%    | 51%      | 45%   |
| Science Achievement         | 51%    | 41%      | 40%   |        |          |       | 70%    | 68%      | 68%   |
| Social Studies Achievement  | 50%    | 56%      | 48%   |        |          |       | 52%    | 76%      | 73%   |

**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                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 65%    | 68%      | -3%                   | 67%   | -2%                |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |
| HISTORY EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 51%    | 71%      | -20%                  | 70%   | -19%               |

| ALGEBRA EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 37%    | 63%      | -26%                  | 61%   | -24%               |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 37%    | 54%      | -17%                  | 57%   | -20%               |

### Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 21       | 31     | 22          | 16        | 50      | 62           | 33       | 38      |           | 97                | 40                  |
| ELL                                       | 17       | 38     | 39          | 31        | 53      | 61           | 45       | 33      |           | 99                | 91                  |
| BLK                                       | 23       | 40     | 28          | 22        | 55      | 61           | 38       | 38      |           | 98                | 47                  |
| HSP                                       | 38       | 49     | 44          | 36        | 57      | 61           | 57       | 54      |           | 97                | 67                  |
| MUL                                       | 19       | 32     |             | 14        | 50      |              | 40       |         |           |                   |                     |
| WHT                                       | 52       | 63     |             | 32        | 64      |              | 70       | 69      |           | 100               | 64                  |
| FRL                                       | 32       | 44     | 37          | 30        | 55      | 61           | 49       | 48      |           | 97                | 61                  |
| 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       |         |           |                   |                     |
| 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                  |

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 53   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 1    |
| Progress of English Language Learners in Achieving English Language Proficiency | 56   |
| Total Points Earned for the Federal Index                                       | 581  |
| Total Components for the Federal Index  | 11   |
| Percent Tested  | 98%  |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 41   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | NO   |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0    |
| English Language Learners   |      |
| Federal Index - English Language Learners                                       | 51   |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO   |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0    |
| 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%         | 0    |
| 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%                   | 0    |
| Black/African American Students   |      |
| Federal Index - Black/African American Students                                 | 45   |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO   |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0    |
| Hispanic Students   |      |
| Federal Index - Hispanic Students   | 56   |

| Hispanic Students  |     |
|--|-----|
| Hispanic Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   | 0   |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 31  |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                | 1   |
| 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%           | 0   |
| White Students   |     |
| Federal Index - White Students   | 64  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 52  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

### Part III: Planning for Improvement

#### 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 ELA proficiency increasing from 28 percent in 2018-19, and 31 percent in 2020-2021, to 34 percent in 2021-2022. In addition, learning gains for ELA (9th and 10th grade) continue to show steady increase post-pandemic moving from 37 percent in 2020-21 to 45 percent in 2021-22. Math continues to show growth in learning gains with the lowest 25 percent moving from 32 percent in 2020-2021 to 62 percent in 2021-22. In 2021-22, Biology decreased in proficiency from 54 percent to 51 percent in 2021-22 and Social Studies showed an increase in proficiency from 2021 to 2022 of 8 percentage points.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the data, the lowest 25 percent of students demonstrate a need for improvement in ELA. ELA data reflects that the percentage of students making learning gains in the lowest 25 percent has decreased significantly since 2019 (pre-pandemic). The percentage of students with disabilities who did not perform in the proficient range for ELA was 62 percent and 76 percent for Geometry. Furthermore, the percentage of students scoring proficient on the Biology EOC has continued to decrease since 2019 (pre-pandemic).

**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, student attendance, and teacher retention hindered the ability of students to perform proficiently in ELA. The actions to address this need for improvement include: Common planning with the transformation reading coach. Using data-driven instruction and an increase in intervention or small-group instruction that will identify the lowest 25 percent, use progress monitoring to ensure the needs of all students are met. Incentives and Awards to increase attendance.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Results from Math Lowest 25 percent shows the most improvement in the 2021-2022 FSA testing with an increase from 32 percent (2021) to 63 percent (2022) in learning gains. Results from the 9th and 10th grade ELA tests showed improvement in the 2021-2022 FSA testing with an increase in proficiency from 31 percent to 33 percent proficient.

**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 FSA assessment in proficiency and Learning gains in math. Weekly common planning among departments aligning standards to lesson planning and class instruction as well as creating instructional focus calendars.

**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 extended learning opportunities are strategies that need to be implemented in order to accelerate learning. Frequent data chats with teachers about the lowest 25 and 35 percent as well as student data chats after topic assessments or progress monitoring assessments.

**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, differentiated instruction, and other best practices will be given to support teachers and leaders to facilitate and accelerate learning.

Multiple sessions in analyzing data using Performance Matters, grade book and grading impact, mental health support, ESE/ELL strategies, Schoology, and PLST. As a result, proficiency and learning gains will increase to increase the school grade as well as post-secondary readiness.

**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. Targeted focus on industry certifications , Advanced Placement, and Dual Enrollment with Miami Dade College, Florida International University and National Education Equity Lab in incorporating mini boot camps to prepare students to pass state exams.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Student Engagement**

|  |   |
|--|---|
| <b>Area of Focus</b><br><b>Description and Rationale:</b><br><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | <p>Student engagement significantly decreased based on the 2021-2022 academic school year attendance data and proficiency data due to lack of attendance and active learning in the classroom. Additionally, fewer students engaged in afterschool activities, athletics, and honor societies as well as school community initiatives. As noted in attendance reports, 63 percent of students had 11 or more absences in the school year, which was higher than the district and other tiered schools. Despite some slight increases in proficiency data since 2019, the number of students scoring proficient in tested subject areas is low when compared to state averages. Focusing on student engagement in and out of the classroom will increase along with student attendance and learning.</p>   |
| <b>Measurable Outcome:</b><br><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>                | <p>With the implementation of student-centered learning in the classroom, students will attend school more regularly and we will see an increase in student attendance as well as participation in school clubs and sports. The percentage of students with 11 or more absences in a school year will decrease 63 percent to 58 percent for the 2022-23 school year. In addition, with students attending school regularly and not missing instruction, there will be a 5 percent increase in student proficiency data across all tested subject areas (ELA/Reading, Math, Biology, and US History).</p>  |
| <b>Monitoring:</b><br><b>Describe how this Area of Focus will be monitored for the desired outcome.</b>  | <p>The administration, Positive Behavior Support (PBS), and student services team will monitor absences and reach out to students and their families to provide support to ensure students are in school by conducting daily reviews of the attendance bulletin and truancy documentation as required. Through weekly walkthroughs, administration will monitor how the Instructional coach and department chairs ensure that teachers use appropriate pace and maximize the use of student centered activities to increase student engagement in the learning process. The support and monitoring of teacher instructional practices will take place during common planning, department meetings, and monthly learning walks. Administration, instructional coach, and department chairs will also conduct data chats and create OPM data trackers for students to take ownership and monitor their academic progress.</p> |
| <b>Person responsible for monitoring outcome:</b>  | <p>Humberto J. Miret (pr7731@dadeschools.net)</p>   |
| <b>Evidence-based Strategy:</b><br><b>Describe the evidence-based strategy</b>   | <p>Our school will focus on the evidence-based strategy of student-centered learning. Teachers will focus on creating student-centered and engaging lessons that will connect to students' knowledge, experiences, and interests. These lessons will promote and assist in creating a learning environment where the instruction is shifted from teacher-led to student-led, which will promote student engagement in the classroom. The increase in engaging student-focused activities will help increase student attendance as students are</p>  |

**being implemented for this Area of Focus.** more likely to attend a class that is interactive and provides a positive learning environment.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Student-center learning will ensure that teachers are providing students with engaging lessons that promote student learning. In addition, providing students with positive and timely feedback on student assignments and assessments will keep students motivated and engaged in the learning process.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Department meetings will focus on student-centered learning and utilize resources that are aligned to the standards and facilitate engagement.

Duration: August 22 - October 14, 2022

**Person Responsible** Adrienne Uriarte (271230@dadeschools.net)

Teachers will utilize various data points to assess student needs and adjust instructional focus in differentiated instruction.

Duration: August 22 - October 14, 2022

**Person Responsible** Tawana Akins (takins@dadeschools.net)

Teachers will work collaboratively to create lesson plans with a variety of higher order learning tasks and multiple levels of questions.

Duration: August 22 - October 14, 2022

**Person Responsible** David Duque (dduque@dadeschools.net)

Teachers and students will engage in discussion and reflection on their data FSA, FAST, Topic Assessments, Class Assessments RI, PI to establish student goals and ownership in learning.

Duration: August 22 - October 14, 2022

**Person Responsible** Kim Berkey (kberkey@dadeschools.net)

Student activities and athletics will promote participation in clubs, honor societies, sports, and community initiatives by hosting Club Rush and presentations during orientation and Open House.

Duration: August 22 - October 14, 2022

**Person Responsible** Kim Berkey (kberkey@dadeschools.net)

Teachers will engage in data chats with administration by department to analyze various data points to assess student needs and adjust instructional focus in differentiated instruction.

Duration: October 31 - December 16, 2022

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

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: October 31 - December 16, 2022

**Person Responsible** Tawana Akins (takins@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to Rewards and Incentives**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The 2021-2022 school climate survey analysis provided insights on the alarming decrease of the amount of students who have a low sense of belonging and connection to teachers and staff at the school. Only 42% of students felt school connectedness. This is an 8 percentage point decrease from 2020-2021.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of these efforts, the response on the climate survey as it relates to the question that adults care about them as individuals will increase to 80 percent.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Positive school culture and environment will be monitored by Administration and the School Leadership Team through ongoing attendance reporting, social media and school-wide showcases of achievement, pep rallies, award events, and appreciation days.

**Person responsible for monitoring outcome:**

Humberto J. Miret (pr7731@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the focus of positive school culture and environment, we will focus on the evidence-based strategy of: Rewards/Incentives for both students and staff.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs that will be an integral part of the school culture and directly linked to student engagement and increased learning. In addition, staff recognition of accomplishments is related to the development of a positive school culture.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Each quarter, members of the school leadership team and curriculum council will mentor select students as identified by Early Warning Indicators and showcase successes made by these students.

Duration: August 22 - October 14, 2022

**Person Responsible**

Kim Berkey (kberkey@dadeschools.net)

Student achievement in the four A's of Miami Southridge: Academics, Activities, Athletics, and the Arts, will be highlighted weekly through school announcements, social media, and pep rallies.

Duration: August 22 - October 14, 2022

**Person Responsible**

Angela Beall (abeall@dadeschools.net)

Students will be provided incentives when attending extended learning opportunities afterschool and during lunches.

Duration: August 22 - October 14, 2022

**Person Responsible**

Tawana Akins (takins@dadeschools.net)

Staff members will be recognized at monthly faculty meetings, department meetings, and on social media for Employee of the Month and other highlights of achievement and positive student impact.

Duration: August 22 - October 14, 2022

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

Members of the Leadership Team and Curriculum Council will pair up with at-risk students to facilitate monthly mentoring with a positive reward system.

Duration: October 31 - December 16, 2022

**Person Responsible** Tawana Akins (takins@dadeschools.net)

Extended learning opportunities will begin targeting students for remediation through after-school tutoring and Saturday Academy. Students will receive incentives for participation.

Duration: October 31 - December 16, 2022

**Person Responsible** David Duque (dduque@dadeschools.net)

**#3. ESSA Subgroup specifically relating to Multi-Racial**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2022 FSA Subgroup data, Multiracial Subgroup fell below the 41 percent threshold on the Federal Index. Multiracial Student earned a 31 percent according to the Federal Index. Based on this data analysis our school leadership team has developed a specific plan to address this subgroup's performance. Our leadership team has decided to focus on data-driven instruction and decision-making to strategically target students who need additional level of instructional support and remediation in order to support our goal of improving academic student achievement and increase proficiency level for this specific subgroup.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By successfully implementing data-driven instruction and decision-making in core subject areas, the percent of students achieving proficiency in Multiracial Subgroup will increase by a minimum of 6 percentage points in each content area (or you can choose one specific content area) as evidenced by the 2022-2023 State Summative Assessment.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will conduct quarterly data chats, adjust student intervention groups based on the current data, and follow-up with ongoing walkthroughs to ensure high quality instruction is taking place. During common planning instructional coaches will assist with developing lesson plans that include differentiated instruction based on the students' need as evidenced by current data. Data analysis and progress monitoring for student in the struggling subgroup will be conducted during Leadership Team meetings to ensure students are showing adequate progress. Additional support will be provided to students not showing progress.

**Person responsible for monitoring outcome:**

Humberto J. Miret (pr7731@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Data-Driven Instruction and decision-making is a process where data is used at every level to inform instruction and make informed decisions on what is best for students. Student performance data is used to inform instructional planning and delivery. This systematic approach of instruction uses formative assessment, data analysis, and differentiation to meet students' needs.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Data-driven instruction and decision making is an excellent strategy to best meet the academic needs of students, as well as strategically target students with the need of additional instructional support.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Leadership Team will monitor timely implementation of data-driven instruction based on the standardized district and state assessments in core subject areas. Instructional Coaches will assist teacher with planning for remediation and enrichment during common planning sessions.

Duration: August 22 - October 14, 2022

#### **Person Responsible**

Yolanda Stevens  
 (ystevens1@dadeschools.net)

Instructional Coaches will facilitate co-planning sessions to assist teachers with analyzing and interpreting their data, identify targeted areas of focus for remediation and enrichment, and assist with working with small groups for differentiation.

Duration: August 22 - October 14, 2022

#### **Person Responsible**

Adrienne Uriarte (271230@dadeschools.net)

Teachers will utilize current standardized assessment data during daily instruction to determine and address the deficiencies and students' needs.

Duration: August 22 - October 14, 2022

#### **Person Responsible**

Tawana Akins (takins@dadeschools.net)

Data chats with teachers and instructional coaches will be conducted quarterly and as needed to review current student progress and address the areas of need for students in the struggling subgroup. Data chats will focus on current performance and will provide additional support to students in need.

Additional support will be adjusted based on the current student need.

Duration: August 22 - October 14, 2022

#### **Person Responsible**

Kim Berkey (kberkey@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 and ensure representation of the multi-racial student group.

Duration: October 31 - December 16, 2022

#### **Person Responsible**

April Garrett (258128@dadeschools.net)

Facilitate common planning for Literacy teachers by grade level to ensure alignment that is inclusive of multi-racial students. Monitoring will be done through weekly common planning.  
Duration: October 31 - December 16, 2022

**Person Responsible**

Adrienne Uriarte (271230@dadeschools.net)



**#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the School Climate Survey of 2021-2022, 48 percent of staff members did not know the members of the school's Professional Learning Support Team (PLST) and understand their individual roles in providing professional development opportunities that meets the needs of the instructional staff. Additionally, 70 percent of staff members either agreed that they frequently felt overloaded and overwhelmed with their job. These are often reasons why there is so much turnover in instructional positions and stress is compounded for first year teachers. This current year (2021-22), multiple new teachers (1-3 years) left the profession or transferred in the middle of the school year. We have thus identified that there is a critical need for leadership to prioritize teacher recruitment and retention.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With the implementation of engagement practices targeted at the faculty and staff, the leadership team will ensure that the time spent with faculty and staff is used constructively and effectively. Part of this will be to introduce and actively remind faculty and staff (through faculty and department meetings) of the members of the PLST team and the services they offer. By the end of the year 80 percent of staff will have had direct contact with the PLST team to increase professional growth. Furthermore, by using the MINT program strategically, the number of staff members that strongly agree and agree with the statement that they feel overloaded and overwhelmed at their job will decrease by 10 percentage points (60 percent). In order to use the MINT program effectively, mentor and mentee pairings need to be strategic by allocating them based on proximity and similar subject areas.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

With the implementation of engagement practices aimed at the instructional staff, an additional 25 percent of teachers by mid-year will know who the Professional Learning Team in the building is, their area of expertise, and be involved throughout the actions steps of the School Improvement Plan. Additionally, Administration will track participation utilizing sign-in sheets for in-house Professional Developments and exit surveys to get actionable insights to improve engagement will be used.

**Person responsible for monitoring outcome:**

Kim Berkey (kberkey@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being**

Within the Targeted Element of Instructional engagement, we will focus on the evidence-based strategy of: Making Meetings Matter. Creating monthly bulletins and meeting agendas available to teachers in advance of topics that will be addressed in meetings will allow for a collaboration in problem solving, exchange of information and review process. This will bring awareness to staff and involving teachers in the decision making process, that we hope to increase the feeling of shared leadership in the school.

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

**Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

We decided to focus instructional engagement to address the critical needs within our school. The data reveals 52% of the staff knew who were the members of the Professional Learning Schools Team is and the role each member had. To increase this percentage, we selected instructional engagement in order to create a team of school leaders that will be actively involved in presenting information, training the staff on best practices that focuses on student learning ,provides interaction and collaboration among teachers.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Spartan Induction Academy will be established to meet monthly for all new teachers or those who have less than three years of service and mentors will be assigned.

Duration: August 22 - October 14, 2022

**Person Responsible** Tawana Akins (takins@dadeschools.net)

Teachers who are experts in the building on Schoology, Performance Matters, and Classroom Management Systems will facilitate mini-sessions during faculty and department meetings to support teachers.

Duration: August 22 - October 14, 2022

**Person Responsible** Kim Berkey (kberkey@dadeschools.net)

A needs assessment survey will be conducted to provide teachers with the opportunity to provide feedback and make requests for assistance or resources.

Duration: August 22 - October 14, 2022

**Person Responsible** David Duque (dduque@dadeschools.net)

Teacher leaders will be invited to participate in the Curriculum Council team to conduct monthly meetings in order to facilitate school-wide decision making.

Duration: August 22 - October 14, 2022

**Person Responsible** Humberto J. Miret (pr7731@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: October 16 - December 31, 2022

**Person Responsible** Tawana Akins (takins@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: October 16 - December 31, 2022

**Person Responsible** Kim Berkey (kberkey@dadeschools.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 school culture and environment.**

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.