

Miami Southridge Senior High

19355 SW 114TH AVE, Miami, FL 33157

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 8-12	Yes	86%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Southridge Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Miami Southridge Senior High School is to foster our students' desires to become life-long learners by incorporating relevant community, global and technology issues as well as expectations for high academic achievement into our curriculum. We empower our students to know they can succeed in our diverse and dynamic society.

b. Provide the school's vision statement

Miami Southridge Senior High School is dedicated to creating a quality learning environment which embraces innovative technology and instructional rigor to meet global challenges by cultivating a safe, nurturing, and equitable environment for students, teachers, parents, and our community.

2. School Environment

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

Annually, each school has students take a climate survey and the results are sent to the Title One office in the District. Our school utilized the data which asked students, teachers and parents if they feel safe at their school, the programs that are offered and what activities and clubs students can participate in to stay involved. Additionally, at Miami Southridge Senior High School, participation on EESAC, the Literacy Leadership Team meetings, department meetings, common plannings, attending club meetings and participation in athletics are some examples of how to build the connections between teachers and students here at Southridge. Additionally, teachers take the time to build a rapport with their students during the first weeks of school by establishing routines. Administrators, teachers and staff greet students during the change of classes in order to build relationships. Building this bridge takes time and energy.

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

- Before School: Upon arrival to school, students are greeted by administration and security at different posts surrounding the school such as the bus depot, the main entrance and the cafeteria. There is only one entrance where students can access the building before 7:10 am. After this time, all exterior doors are opened for full access to the building. Students are routinely checked to ensure that they are wearing the correct uniform and have their school-issued identification visible when entering the building.
- During School: Administration, the PBS team and security are visible at all times to ensure that they are reinforcing the Positive Behavior System (see below in question C). During the instructional day, lunch mentoring and counseling services are provided to the students so they feel safe.
- After School: Students are encouraged to participate in clubs, activities, the arts and athletics promoting active involvement in the school. In addition, students are encouraged to attend after school tutoring in the Media Center Monday through Thursday from 2:30-3:30.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Miami Southridge SHS, a committee that consists of the administration, PBS Coach, Ruler director, parents, students and community members work together to develop the progressive discipline plan. The plan, generated by the PBS team, was developed to address excessive tardies, attendance, student code of conduct and to reward positive behavior. The rewards and/or consequences are progressive in nature which aligns to the student code of conduct. School personnel were trained on the progressive discipline plan during the opening of schools so that the instructional block would run smoothly. Each teacher posted the plans in their classroom so that the rules, rewards and consequences would be clear and consistent throughout the building. Yale University provided our school this year with a Ruler program which assists students with social and emotional learning. It is grounded in the principles of assessing the individual's energy and pleasantness to determine the current mood. Once this is determined, strategies are put into place to assist students with expressing and regulating emotions. The Ruler director is available to assist the PBS team with carrying out this vision.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Miami Southridge Senior High School addresses the social-emotional needs by utilizing our student services department as the first layer of support. These include counselors, Ruler director, PBS Coach, the Graduation Coach, TRUST counselor, SPED Counselor, Behavior Management teacher, Art Therapist, psychologist and social workers. Additionally, our school offers mentoring programs before school, during lunch and after school. Outside agencies have been contracted to help support the social and emotional well-being of our students. Some of these programs include City Year and Big Brothers Big Sisters of America. Clubs and activities are available to our students to encourage involvement such as the 5000 Role Models of Excellence and the Women of Tomorrow Mentoring Program.

3. Early Warning Systems

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

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

Within early warning indicators, the students are tracked in collaboration with the administration, PBS Coach, Community Involvement Specialist and student services to address their behaviors, absences, and academics. Home visits and parent meetings are essential in this tracking process in order to meet the needs of the students. Student referrals and suspensions both indoor suspension and out of school are used when tracking the behavior component. Quarterly and semester grades are used to track the academic failures.

Students that fall into this category of early warning systems and tracked are if they meet one or more of the following:

1. Attendance below 90 percent, regardless of whether the absence is excused or a result of out of school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

- 1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	21	114	54	75	264
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	250	338	338	306	1232
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	239	95	255	147	736

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

Continue to develop the school-wide Positive Behavior Support Program (PBS), which is also referred to as the Ideal Spartan Program (ISP). In addition, we will continue to utilize the Alternative to Suspension Programs (ASP), such as Peer Mediation, counseling, and by continuing to implement the City Year mentoring program throughout the school with the focus being on the incoming freshman class.

Additionally, Level 1 students are scheduled in a Freshman Experience class in grade 9. The curriculum used is called iTransition which has a motivational coach assigned. The district has outsourced these coaches to provide students the social emotional support necessary in grade 9. Also, the district has provided us with a full time social worker to provide social emotional support to all students.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Yes

1. PFEP Link

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

2. Description

Title 1 see PIP plan

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

Miami Southridge Senior High School employs a Community Involvement Specialist (CIS) to assist the school site in building active partners and relationships within the community. This individual collaborates with the administration, PTSA, homeless students, works in collaboration with student services, and assists with home visits.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Miret, Humberto J.	Principal
Morales, Alejandro	Assistant Principal
Dixon, Shaundrea	Other
Del Valle, Dulce	Other
Beall, Angela	Other
Gonzalez, Lisandra	Guidance Counselor
Sanchez, Adrian	Assistant Principal
Vital, Jorge	Teacher, K-12
Berkey, Kim	Assistant Principal
Wright, Rodney	Dean

b. Duties

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

The School Leadership Team will focus on:

- Aligning plans and procedures to execute the vision of the school
- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicating with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development
- Support the school wide positive behavior system

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The team will determine what data eliminates are needed in order to answer to the following questions: How we will know if students have made expected levels of progress towards proficiency? What progress will show a positive response?
4. After the questions from number 3 are answered, the team will continue to follow the problem solving process in order to monitor progress with instruction. The team will create systems when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2 :

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific support and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years data across grade levels is used to examine the impact, support, focus or prevention/early intervention efforts.

Tier 3 SST

MTSS members, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or Saturday Skills Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides

materials and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board

employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Humberto J. Miret	Principal
Angela Beall	Teacher
Tania Dias	Teacher
Xiomara Disla	Teacher
Teresita Garcia	Education Support Employee
Jodi English	Teacher
Elaine Mora	Business/Community
Alba Flores	Parent
Shaundrea Dixon	Teacher
Renee Miller	Business/Community
Janice Isaza	Parent
Sophia Dasilva	Teacher
Darlene Plummer	Education Support Employee
Nathaly Figueroa	Student
Juasline Plasencia	Student
Zaria Brooks	Student
Alexis Demps	Student
Gabeart Buckmor	Business/Community
Alicia Foss	Business/Community
	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC), Literacy Leadership Teams, departments and common planning teams by subject work together to review, reflect and amend the plan in terms of what worked and what did not work. After reviewing their section under the leadership of their instructional coach and/or department chairperson, each discipline turned in their reflection/change form (from OSI) to the assistant principal of curriculum who in turn presented the information to the EESAC.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) collaborates with the administration and instructional coaches in developing strategies and next steps for the 2016-2017 school year by subject and content area. The reflection/change forms(from OSI) that each discipline completed at the end of the year delineate what barriers and strategies still existing in each subject. In addition, the School's Instructional Review develops Action Plans that clearly target specific barriers with clear action steps. These Action Plans are used to develop the problem solving piece of the school improvement plan.

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

\$10, 000.00 is available in the school's annual budget (\$5 per FTE). The EESAC chairperson advertised to the staff that if they are interested in using these funds they must attend the October meeting with their proposals.

EESAC will vote on which proposals will be spent and approved with EESAC dollars.

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

- Incentives for students (Field trips, awards) - \$5,000.00
- Parent Workshops / Family Nights -\$1,000.00
- Technology-remainder of the funds

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Miret, Humberto J.	Principal
	Assistant Principal
Lightbourne, Monique	Administrative Support
Dixon, Shaundrea	Teacher, K-12
Brown, Curtis	Instructional Coach
Morales, Alejandro	Assistant Principal
Dias, Tania	Teacher, K-12
Gonzalez, Lisandra	Guidance Counselor
Delaguardia, Eyleen	Teacher, K-12
Berkey, Kim	Assistant Principal
Disla, Xiomara	Teacher, K-12
Valdes, Walfrido	Teacher, K-12
Mon, Elizabeth	Guidance Counselor

b. Duties

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

- The Literacy Leadership Team will focus on continuing the advancement and improvement of School wide literacy. The essential question, "How do we ensure all students are positively impacted by literacy?" will be reflected on as the team. The LLT will develop literacy strategies across the content to include collaborative conversations, Higher Order questioning, writing across contents, and the Gradual Release Model
- The Literacy Leadership Team will work in conjunction with the PD liaison and administration to design a 2016-2017 professional development plan for the staff and its needs. Opportunities for PD

on the above mentioned topics will occur either during early release days, non opt days and weekly common planning.

- In addition, the Literacy Leadership Team will ensure that professional development is offered to support the staff with aligning lessons and end products to the new standards. The main vehicle for professional development will be common planning.

D. Public and Collaborative Teaching

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

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

Miami Southridge Senior High School promotes positive working relationships between teachers and students by conducting school-wide common planning across core disciplines. This has been built into the master schedule and occurs once a week during that period either on a Monday or a Tuesday. Common planning for literacy is by grade level which includes intensive reading programs, English, and Social Studies. For Mathematics and Science it is by subject within the content. For example, Algebra 1, Geometry, and Biology. On-going professional development through common planning by department; early release best practices training; and quarterly lesson studies are professional development opportunities that allow teachers to collaborate and plan with other teachers in the same discipline as well as across the curriculum.

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

Post vacant positions on E-Recruiting website- Vice-Principal
Ongoing Communication with District Recruitment Office- Principal, Vice Principal
Common Planning Activities- Academic Coaches, Department Chairs
Assignment of New Teachers to Mentor Teachers/Assistant Principal
District New Teacher Orientation Professional Development- Vice Principal

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

A teacher will receive a mentor if:

- They are new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- They are first and second year teachers in Education Transformation Office schools which are eligible to receive a MINT certified site-based mentor. This will take place because we are an ETO school.

Support will be provided to 2nd and 3rd year teachers:

- With previous teaching experience who are in years two and three of their career and are eligible to receive a buddy teacher.
- By a buddy teacher who occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional programs are purchased by the district and are updated during the adoption year. Based upon the Florida standards, pacing guides and instructional tools have been developed to assist the teachers in aligning the instructional programs with the standards. In addition, the teachers at Miami Southridge Senior High School use the Supplemental Instructional Guide (SIG) and iSPECS Planning Tool during common planning. This allows the teachers to unpack the standard, define a learning target, design a daily end product and plan a final, culminating end product. Using the SIG and iSPECS tool, teacher editions as well as planning with the pacing guide assists with alignment of the programs and materials.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teaching staff follows the 90 minute instructional framework in order to differentiate instruction to meet the needs of diverse students. This means that after 30 minutes of whole group instruction, the teacher provides teacher-led small groups for the last 60 minutes of the block. The students are grouped based on data from either the FSA, EOC, or FAIR-FS. The data being used by the teachers to target instruction depends on the subject that is being taught.

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

Strategy: Extended School Day

Minutes added to school year: 3,300

Miami Southridge Senior High School offers students additional time for learning in both remediation and enrichment. Students are offered After School Tutoring, Dual Enrollment and Advance Placement Courses as well as participation in Academies.

Strategy Rationale

The increase in time for learning for both remediation and enrichment affords students with the opportunity to graduate in 4 years, attend post secondary institutions, and ultimately be successful at what they do.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Berkey, Kim, kberkey@dadeschools.net

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

Data is collected after topic assessments and Mid Year Assessment and is analyzed to determine if students are attending and if what is being taught is effective. In addition, data is analyzed from the professional development to find out which staff members have attended and if best practices are being implemented in the classrooms.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

During the articulation process, subject selection is one of the strategies our school utilizes in terms of transitioning cohorts from one school to another. Although many course offerings vary from school to school, there are still core classes that remain constant within a cohort year. In addition, the requirements for graduation (as stated in the Pupil Progression Plan) are discussed at length throughout the articulation process. This allows for a smooth transition if the need arises.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The students at Miami Southridge Senior High during the subject selection process can select from the following:

- AP Capstone Magnet
- Criminal Justice Magnet
- Air Force Programs and JROTC
- Advance Placement courses
- Dual Enrollment courses

Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose, an opportunity to see student work displayed as well as speak to teachers and other students about courses they may be interested in.

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

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective that these courses create relevance for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands-on experience in the work force. Students in courses that offer work experience may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

Also, Miami Southridge Senior High has partnered with the Metro-Dade Police departments. Students who are enrolled in the Law Enforcement and Forensic Science Academy discuss current events with a Metro-Dade Police Officers on a monthly basis as well as on the job training by working hands on participating in obstacle courses. In addition, the school has added more electives in the field of Health Science/Public Service that lead to industry certification in the field for nursing.

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

According to the High School Feedback Report, 31.7% attended a community college; 6.91% attended a state university in Florida; and 2.07% attended a technical education center in Florida. The Graduation Coach plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (65%), ACT (58.0%), and/or PERT by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting

them with the application process and/or financial aid process. In addition, the Graduation Coach will hold parent/student meetings to assist in the FAFSA application process beginning October 1, 2017. An annual College Fair will be hosted at Miami Southridge Senior High School as well as a Senior Parent night.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Miami Southridge Senior High School works with the student services department and the graduation coach to improve student readiness for the post secondary level. If students have not meet the requirements for graduation due to the FCAT (grade 12) or FSA (grade 11), then students are tutored and provided interventions to take the ACT for a concordant score. The graduation coach assists students with registering for the ACT, SAT and tracking their admission to post-secondary institutions. In addition, students are given the opportunity to take the PERT so that post secondary institutions will not place students in remedial courses. In addition, student are tracked by their counselor by placing them on a plan towards graduating in four years.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers are provided with district technology resources and relevant training, then student engagement and achievement will increase.

- G2.** If complex critical thinking questions are incorporated in all content areas then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers are provided with district technology resources and relevant training, then student engagement and achievement will increase. 1a

G094627

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (VAM)	80.0
Effective Teachers (VAM)	80.0
Developing Teachers (VAM)	80.0
Unsatisfactory Teachers (VAM)	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers have been provided with district technology resources and use these resources with limited training to be able to be able to effectively monitor remediation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean Board
- Classflow/Nearpod
- Laptops/Tablets
- Instructional Coaches
- Edgenuity
- PowerBi

Plan to Monitor Progress Toward G1. 8

Upon observation, teachers will utilize technology within class rotations and/or whole group instruction.

Person Responsible

Kim Berkey

Schedule

Every 2 Months, from 8/21/2017 to 6/1/2018

Evidence of Completion

Classroom observations, student participation, checks for understanding

G2. If complex critical thinking questions are incorporated in all content areas then student achievement will increase. 1a

G093873

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	45.0
Algebra I EOC Pass Rate	30.0
U.S. History EOC Pass	48.0

Targeted Barriers to Achieving the Goal 3

- Text dependent questions that lead to collaborative discussions and produce evidence based responses are not evident.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches (Literacy, Mathematics, and Science)
- Common Planning
- Curriculum Support Specialists (Literacy, Mathematics, and Science)
- City Year
- Supplemental Materials
- Technology (tablets for 9th and 10th grade students, Promethean Boards, computer-based programs)
- Pacing Guides

Plan to Monitor Progress Toward G2. 8

Analyze formative assessment data to determine if student performance is improving in all areas.

Person Responsible

Humberto J. Miret

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The evidence that will be collected is the FSA MidYear assessments, topic assessment data and midyear EOC data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers are provided with district technology resources and relevant training, then student engagement and achievement will increase. 1

G094627

G1.B1 Teachers have been provided with district technology resources and use these resources with limited training to be able to be able to effectively monitor remediation. 2

B254394

G1.B1.S1 Once every 9-weeks, a professional development will be geared towards the specific technology needs of the staff. A support person will be designated to provide additional follow-up support as necessary to the staff. 4

S268672

Strategy Rationale

Teachers will be able to better navigate the technology by having hands-on training with software applications being utilized in class for instruction and remediation of the lowest 25%.

Action Step 1 5

Hands-on training of PowerBi data during Digital Professional Development Day.

Person Responsible

Kim Berkey

Schedule

On 10/27/2017

Evidence of Completion

PD sessions organized by Ms. Desa

Action Step 2 5

Hands-on training during common planning sessions with follow up during action plan cycles.

Person Responsible

Kim Berkey

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teachers will become familiar with technology resources as part of common planning and utilize each according to the action plan cycles.

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

Professional Development attendance will be monitored and technology usage observed during instructional time.

Person Responsible

Kim Berkey

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PD attendance rosters monitored and technology implementation observed during instructional time.

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

Implementation of technology will be monitored for effectiveness by Instructional Coaches and Administration during classroom walkthroughs and participation in common planning and professional development sessions.

Person Responsible

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teacher participation and implementation of technology software will be evident in differentiated instruction groupings and classroom instruction.

G2. If complex critical thinking questions are incorporated in all content areas then student achievement will increase. 1

G093873

G2.B2 Text dependent questions that lead to collaborative discussions and produce evidence based responses are not evident. 2

B251985

G2.B2.S1 Through common planning, the Instructional Coaches will guide teachers in the development of Complex Questions that leads to evidence based response. 4

S265783

Strategy Rationale

By requiring ALL students to answer complex questions, they become involved in the lesson and will gain a deeper understanding of the content by challenging them to think critically.

Action Step 1 5

During common planning, coaches will guide teachers the creation of at least one complex question that results in an evidence based response for each lesson.

Person Responsible

Monique Lightbourne

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The evidence will be lesson plans and student writing samples for the purpose of reflective practice.

Action Step 2 5

Teachers will Explicitly Model the Thinking Process for the evidence based responses with the students.

Person Responsible

Curtis Brown

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The evidence will be lesson plans and student writing samples (The students will write the evidence based answer to the question).

Action Step 3 5

A professional development will be provided to facilitate strategies to promote collaborative discussion to reach evidence based responses such as Think-Write-Pair-Share-Revise Response; Group activities (project based)

Person Responsible

Curtis Brown

Schedule

Monthly, from 8/21/2017 to 8/21/2018

Evidence of Completion

The evidence will be the PD sign in sheet and lesson plans which include one of the strategies.

Action Step 4 5

Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons throughout the year to promote collaborative discussions that lead to evidence based responses as well as provide coaching support to those in need.

Person Responsible

Kim Berkey

Schedule

Biweekly, from 8/21/2017 to 8/21/2017

Evidence of Completion

The evidence will be common planning sign in sheets, lesson plans, coaching logs, and walkthrough logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations will take place to monitor implementation of the use of higher order questions and determine if additional support is needed.

Person Responsible

Kim Berkey

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The evidence will be the coaching calendar and reflection logs as well as administrative walk through logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analyze student writing samples and provide corrective feedback.

Person Responsible

Monique Lightbourne

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

coaching logs; student work samples with corrective feedback, bell ringers, exit slips, and topic tests

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A4  A352473	Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons...	Berkey, Kim	8/21/2017	The evidence will be common planning sign in sheets, lesson plans, coaching logs, and walkthrough logs.	8/21/2017 biweekly
G1.B1.S1.A1  A358269	Hands-on training of PowerBi data during Digital Professional Development Day.	Berkey, Kim	10/27/2017	PD sessions organized by Ms. Desa	10/27/2017 one-time
G1.B1.S1.MA1  M382777	Professional Development attendance will be monitored and technology usage observed during...	Berkey, Kim	8/21/2017	PD attendance rosters monitored and technology implementation observed during instructional time.	6/1/2018 weekly
G1.B1.S1.MA1  M383061	Implementation of technology will be monitored for effectiveness by Instructional Coaches and...		8/21/2017	Teacher participation and implementation of technology software will be evident in differentiated instruction groupings and classroom instruction.	6/1/2018 monthly
G1.MA1  M382779	Upon observation, teachers will utilize technology within class rotations and/or whole group...	Berkey, Kim	8/21/2017	Classroom observations, student participation, checks for understanding	6/1/2018 every-2-months
G1.B1.S1.A2  A358270	Hands-on training during common planning sessions with follow up during action plan cycles.	Berkey, Kim	8/21/2017	Teachers will become familiar with technology resources as part of common planning and utilize each according to the action plan cycles.	6/1/2018 monthly
G2.B2.S1.A2  A352471	Teachers will Explicitly Model the Thinking Process for the evidence based responses with the...	Brown, Curtis	8/21/2017	The evidence will be lesson plans and student writing samples (The students will write the evidence based answer to the question).	6/7/2018 biweekly
G2.B2.S1.A1  A352470	During common planning, coaches will guide teachers the creation of at least one complex question...	Lightbourne, Monique	8/21/2017	The evidence will be lesson plans and student writing samples for the purpose of reflective practice.	6/7/2018 weekly
G2.B2.S1.MA1  M375618	Classroom observations will take place to monitor implementation of the use of higher order...	Berkey, Kim	8/21/2017	The evidence will be the coaching calendar and reflection logs as well as administrative walk through logs.	6/7/2018 weekly
G2.MA1  M375621	Analyze formative assessment data to determine if student performance is improving in all areas.	Miret, Humberto J.	8/21/2017	The evidence that will be collected is the FSA MidYear assessments, topic assessment data and midyear EOC data.	6/7/2018 quarterly
G2.B2.S1.MA1  M375617	Analyze student writing samples and provide corrective feedback.	Lightbourne, Monique	8/21/2017	coaching logs; student work samples with corrective feedback, bell ringers, exit slips, and topic tests	6/7/2018 biweekly
G2.B2.S1.A3  A352472	A professional development will be provided to facilitate strategies to promote collaborative...	Brown, Curtis	8/21/2017	The evidence will be the PD sign in sheet and lesson plans which include one of the strategies.	8/21/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers are provided with district technology resources and relevant training, then student engagement and achievement will increase.

G1.B1 Teachers have been provided with district technology resources and use these resources with limited training to be able to be able to effectively monitor remediation.

G1.B1.S1 Once every 9-weeks, a professional development will be geared towards the specific technology needs of the staff. A support person will be designated to provide additional follow-up support as necessary to the staff.

PD Opportunity 1

Hands-on training of PowerBi data during Digital Professional Development Day.

Facilitator

Jennifer Desa

Participants

Instructional Staff

Schedule

On 10/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Hands-on training of PowerBi data during Digital Professional Development Day.	\$0.00
2	G1.B1.S1.A2	Hands-on training during common planning sessions with follow up during action plan cycles.	\$0.00
3	G2.B2.S1.A1	During common planning, coaches will guide teachers the creation of at least one complex question that results in an evidence based response for each lesson.	\$0.00
4	G2.B2.S1.A2	Teachers will Explicitly Model the Thinking Process for the evidence based responses with the students.	\$0.00
5	G2.B2.S1.A3	A professional development will be provided to facilitate strategies to promote collaborative discussion to reach evidence based responses such as Think-Write-Pair-Share-Revise Response; Group activities (project based)	\$0.00
6	G2.B2.S1.A4	Instructional (Transformation) coaches will meet with teacher in common planning to develop lessons throughout the year to promote collaborative discussions that lead to evidence based responses as well as provide coaching support to those in need.	\$0.00
Total:			\$0.00