MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

7731 - Miami Southridge Senior High

Principal (Last Name, First Name)

Miret, Humberto J.

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Berkey, Kim; Morales, Alejandro; Singleton, Akera; Duque, David

MTSS Coordinator (Last Name, First Name)

Berkey, Kim

Demographic Overview

Located on 48 acres, Miami Southridge Senior provides a focused, diverse, and well-rounded education to 2006 students in grades 9-12. Students, staff, and alumni take pride in the four A's: Academics, Activities, Athletics, and the Arts. The student population is comprised of approximately 60% Hispanic, 34% African-American, and 4% Caucasian. As a Title I designated school, annually, 85.5% of the students are identified as economically disadvantaged, 12.3% as ELL, and 20.6% as ESE. Miami Southridge Senior High offers a comprehensive learning experience through various opportunities to enrich the mind, body, and soul. Beyond nurturing the intellectual and physical, Miami Southridge Senior High strives to create a diverse environment of socially-involved critical thinkers through the various club and extra-curricular activities offered. At this All-American & All-Inclusive High School, the "whole" student is engaged to prepare for a future of success.

Current School Status

a. 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.

b. 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 Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Miami Southridge Senior High school serves ninth through twelfth grade students in a mostly unincorporated suburban and rural area in the southern stretches of Miami-Dade County between South Miami and Homestead. Upon completion in 1976, Miami Southridge was to be a combination of three high schools [Miami Killian, Miami Palmetto and South Dade] and three middle schools [Cutler Ridge, Mays and a few students from the Redlands]. The name Miami Southridge Senior High was derived from the two major geographic areas that our

students would be coming from: Cutler Ridge and South Miami Heights. According to the 2017 census, the area of South Miami Heights is comprised of 55% Hispanic, 38% Black, and 7% White. Approximately 65% of the people in South Miami Heights, speak a non-English language, and 76.1% are U.S. citizens. Miami Southridge Senior High is a comprehensive academic institution with high performing professionals as educators and fosters the growth of scholastic and behavioral aspects essential to the fulfillment of the intellectual, physical, emotional, aesthetic, and social development of each member of the school community. Miami Southridge's student population mirrors the community demographics. Miami Southridge houses five state of the art magnet programs which include, Gaming and Animation, Mobile App Development, Business Information Technology, Nursing, and Criminal Justice. All programs combine to provide for our students an opportunity and access to a world class education and exposure to cutting edge technology and skills to equip them with tools for student achievement and life long success.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

<u>Data and Systems Review</u>

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

"Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings***: *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings***: *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings***: *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey Feedback from students, 66% of the students agreed with the statement that they feel their school is safe and secure as compared to the 2018-2019 survey where only 52% agreed with the same statement, a 14 percentage point increase.	This data finding is important because if students feel safe and secure at school, they are more likely to exhibit behaviors that lead to increases in focus and productivity, resulting in positive academic outcomes.	Consistent Protocols to Maintain a Healthy and Safe School Environment School Spirit, Pride and Branding Inclusivity, Tolerance and Anti-Bullying
	According to the 2019-2020 School Climate Survey Feedback from staff, only 8% of the staff feel there is student gang activity at school which is significantly lower than the 26% finding to the same question on the 2018-2019	Teachers are more aware of safety protocols that have been put in place to ensure school safety and security. For example, greater resource officer presence on school grounds and security staff	Consistent Protocols to Maintain a Healthy and Safe School Environment

			Positive Behavior Support (PBS) Character Education/Values Matter
	Climate Survey, a difference of 18 percentage points.	strategically placed to monitor and control access to the school.	
	According to the 2019-2020 School Climate Survey Feedback from students, 78% of the students agreed with the statement "My teachers are friendly and easy to talk to" as compared to the 2018-2019 survey where only 60% agreed with the same statement, an 18 percentage point increase.	This data finding is important because if students feel that their teachers are friendly, easy to talk to, and approachable; they will be more likely to ask for help.	Rewards/Incentives Celebrate Successes Staff-Student Connections

Essential Practice for Significantly Improved Data Findings (Sustained)

School Spirit, Pride and Branding

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey Feedback from staff, 89% of teachers agreed with the statement "I like working at my school" as compared to the 2018-2019 survey where 87% agreed with the same statement, a 2 percentage point difference.	This data finding is important because if teachers like working at the school, then this will have a positive effect on staff retention.	Staff-Student Connections Empower Teachers And Staff School Spirit, Pride and Branding
	According to the 2019-2020 School Climate Survey Feedback from students, 46% of the students agreed with the statement that their assistant principals are available when needed compared to 2017-2018 survey where the percentage remained the same at 46%, which is a 0 percentage point difference.	This data finding is important because it fosters a sense of community for students. When assistant principals are available for students, they feel as though they have additional support to assist them.	Staff-Student Connections Welcoming Spaces Empower Teachers And Staff
	According to the 2019-2020 School Climate Survey Feedback from students, 45% of the students agreed with the statement that their teachers give meaningful homework to help them learn as compared to 2018-2019 survey where the percentage remained the same at 45%, which is a 0 percentage point difference.	This data is important because if students recognize the meaningfulness and purpose of their homework assignments, then students will be more inclined to complete their assignments which can lead a better understanding and increased academic performance.	Promoting Growth Mindset Rewards/Incentives Elective/Academies

Essential Practice for Neutral Data Findings (Secondary)

Empower Teachers And Staff

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 School Climate Survey Feedback from staff, 38% of the teachers agreed with the statement that they feel student substance abuse was affecting their ability to do their best at the school compared to the 2018-2019 survey where only 23% agreed with the same statement, a 15 percentage point difference.	This data point is important because substance abuse can have a significant negative impact on attendance, behavior, and academic progress.	Staff-Student Connections Positive Behavior Support (PBS) Mentorship Programs
	According to the 2019-2020 School Climate Survey Feedback from staff, 89% of the teachers agreed with the statement that they feel student deficiencies in basic academic skills was affecting their ability to do their best at the school compared to the 2018-2019 survey where only 79% agreed with the same statement, a 10 percentage point difference.	This data finding is important because teachers are under the assumption that students will not be able to perform on level, they may lower the rigor to accommodate student deficiencies.	Promoting Growth Mindset Elective/Academies Positive Behavior Support (PBS)
	According to the 2019-2020 School Climate Survey Feedback from staff, 73% of the teachers agreed with the statement that they feel a lack of concern and/or support from parents as compared to the 2018-2019 survey where only 67% agreed with the same statement, a 6 percentage point difference.	This data finding is important because parental involvement is a crucial component to student success.	Family Engagement Communicate With Stakeholders Staff-Student Connections

Essential Practice for Significantly Decreased Data Findings (Primary)

Positive Behavior Support (PBS)

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved	According to PowerBI, Algebra I MYA proficiency increased by 55 percentage points	Algebra I data provides a good indicator on how a	Differentiated Instruction

Data Findings	from 6% to 61% for the 2029-2020 school year in comparison to the 2018-2019 school year.	student will likely perform in higher level math.	Standards-Based Collaborative Planning Data-Driven Decision Making
	According to PowerBI, the MYA data for Algebra I showed an average percentage of correct responses in our students with disabilities increased 7 percentage points from 27% to 34% for the 2019-2020 school year in comparison to the 2018-2019 school year.	The Algebra I data collected will allow us to create enrichments and remediations to better prepare students for higher level math courses.	Data-Driven Instruction Standards-Based Collaborative Planning Instructional Support/Coaching
	According to PowerBI, 9th grade ELA MYA proficiency increased by 40 percentage points from 0% to 40% for the 2019-2020 school year in comparison to the 2018-2019 school year.	English Language Arts is vital in developing critical thinking as well as expressing thoughts fluently and efficiently.	Collaborative Learning / Structures Interactive Learning Environment Cross-Curricular Writing

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Decision Making

Data Rating	**Data Findings & Area** Be specific in defining each data element below.	**Rationale for Selection of Data** Why was this data finding selected as being most impactful?	**Connected Essential Practices** Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to PowerBI, 10th Grade MYA ELA unsatisfactory level of the lowest 25% data remained neutral with a 6 percentage points decrease from 95% to 89% for the 2019-2020 school year in comparison to the 2018-2019 school year.	The ability to read is a vital skill in being able to function in today's society. Proficiency in reading is critical in ensuring success in other subjects.	Data-Driven Decision Making Corrective Feedback for Students Standards-Based Collaborative Planning
	According to PowerBI, the MYA Biology proficiency remained neutral with a 5 percentage points increase from 50% to 55% increase for the 2019-2020 school	The collection of the MYA Biology proficiency helps us determine how a student will perform at higher level sciences.	Data-Driven Decision Making

			Corrective Feedback for Students Interventions/RtI
	US History MYA percentage of correct responses stayed neutral with a 1 percentage point decrease from 53% to 52% for the 2019-2020 school year in comparison to the 2018-2019 school year.	The collected data was impactful because students need to be able to function in society and the knowledge of US History provides them with the skills needed to collaborate with a diverse population and to deal with changes.	Corrective Feedback for Students Standards-Based Grading (SBG) Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The MYA Geometry unsatisfactory level of our students with disability population increased by 24 percentage points from 51% to 75% for the 2019-2020 school year in comparison to the 2018-2019 school year.	Improvements in MYA Geometry data of our students with disabilities lead as an indicator of their ability to be successful in higher level math courses.	Data-Driven Instruction Extended Learning Opportunities English Language Learners (ELL) Strategies
	The MYA Geometry unsatisfactory level of our students increased by 19 percentage points from 38% to 57% for the 2019-2020 school year in comparison to the 2018-2019 school year.	This data point was impactful because when students make learning gains, they show academic growth and improvement.	Differentiated Instruction Standards-Based Collaborative Planning Instructional Support/Coaching
	The 10th grade MYA ELA unsatisfactory level of our students with disability population increased by 6 percentage points from 70% to 76% for the 2019-2020 school year in comparison to the 2018-2019 school year.	Improvements in reading lead to improvements in both analytical and critical thinking.	Accountable Talk Interventions/RtI Instructional Support/Coaching

Essential Practice for Significantly Decreased Data Findings (Primary)

Instructional Support/Coaching

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

School Spirit, Pride and Branding

Primary Essential Practice

Positive Behavior Support (PBS)

Secondary Essential Practice

Empower Teachers And Staff

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Primary Essential Practice

Instructional Support/Coaching

Secondary Essential Practice

Differentiated Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

*<u>**Competency 3: Developing Others**</u> The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

*<u>**Competency 4: Engages the Team**</u> A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

Currently, our commitment to students is at level 3 competency. School leaders stand behind potentially transformative decisions and/or polices that benefits students.

As evidenced by:

As evidenced by the 2019-2020 school climate survey which indicated that 67% of students either strongly agreed or agreed that adults at their school help them when needed.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will use commitment to students in the School Improvement Process to establish action plans that put the students' learning at the center of all decisions.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

At Miami Southridge, our current focus on sustainable results is at a level 3 competency. School leaders take initiative to create, change and deliver results.

As evidenced by:

This is evidenced by ongoing student/teacher data chats, Instructional Focus Calendars with targeted benchmarks, continuous reflective conversations with Instructional Leadership Team, Coaching Cycles, and collaborative planning.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will focus on sustainable results to establish action plans to carefully choose challenging goals based on data, and prioritize and track progress of goals and actions

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

Currently, our competency for developing others is at a Level 3. The School Leadership Team provides instantaneous feedback to teachers and students in order to foster an environment of continuous improvement.

As evidenced by:

As evidenced by the 2019-2020 school climate survey which indicated that 70% of teachers strongly agree or agreed that they were satisfied with how their career was progressing and 89% like working at the school.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will use developing others in the School Improvement Process to ensure others obtain the experience and training needed to develop new skills and levels of capacity.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

Miami Southridge engages the team for a collaborative and comprehensive effort by all stakeholders throughout the school improvement process.

As evidenced by:

As evidenced by the 2019-2020 school climate survey which indicated that 79% of the staff feels strongly that personnel work together as a team and 76% of staff feel that their ideas are listened to and considered in defining school goals.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

Our current reality is positive in communicating a compelling vision to motivate the schools' efforts. We reflect on current practices to engage members and involve the team at all levels in defining school goals.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

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SCHOOL CULTURE

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Sustained Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Sustained Essential Practice

To ensure that School Spirit, Pride and Branding are sustained, we will continue to promote and market the school within the community and on social media. We will also continue to display our awards and accomplishments within the hallways of our building to celebrate and honor our school history. We will add additional art collections highlighting the history of Miami Southridge Senior High. We will amend our uniform policy to give students the option to wear Southridge branded school spirit shirts any day of the week. Once an athletic season concludes, we will host an Alumni Night and a collaborative celebration with our community partners.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Miami Southridge Senior High will continue to provide Positive Behavior Support (PBS) with progressive discipline protocols throughout the entire school year to ensure continuity and consistency of the PBS plan. We will continue to utilize the Values Matter Miami Initiative and its nine core values of citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. We will also continue with our implementation of "The Wright Walk" to reinforce positive behavior by recognizing students for being responsible citizens.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

Miami Southridge Senior High will empower teachers, students and staff to be leaders, risk-takers and designers of innovative ways to approach challenges by communicating and monitoring practices that ensure alignment with shared vision.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

In order to ensure that the practice of Data-Driven decision making is sustained for the 2020-2021 school year, we will continue to collect data based on measurable goals and use this to truly adapt our instruction. We will continue to analyze these insights and utilize them to make intentional strategic plans of action that improve student academic outcomes. We will continually use multiple sources of data and meet frequently to interpret data as an administration and by subject area. We commit to continually reflecting and revisiting for effectiveness, our deliberate and differentiated applications for teaching and learning.

Primary Essential Practice

Instructional Support/Coaching

Priority Actions for the Primary Essential Practice

To enhance Instructional Support and Coaching with an aim to improve effectiveness and create sustainability, with the support of the school administration, coaches will: assist and provide support to teachers in the development of rigorous standards-based lessons, utilize the coaching model with the implementation or evidence based instructional strategies to improve students' academic success, and facilitate effective and standard based common plannings that result in improved teacher quality, the sharing of best practices, and plans of action to increase student proficiency at Miami Southridge Senior High.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

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

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement our sustained practice of school spirit, pride, and branding; all teachers and stakeholders will continue to work collaboratively towards celebrating the success of students and staff by emphasizing achievements and teamwork. If we effectively implement our primary essential practice of positive behavior support, our students will gain a sense of personal responsibility in their education. By empowering our teachers, they will they will extend this mindset into their classroom. This will be accomplished by communicating and monitoring practices to ensure alignment with our shared vision of commitment to students.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we are effective in Data-Driven Decision Making, the Differentiated Instruction and Instructional Support/Coaching will be targeted toward student proficiency and learning gains in all academic areas.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic *What topic will be shared?* - *Data and Systems Review Summary*	Process Description What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Activity Lead Who will facilitate the sharing of the topic and the collection and

(08/20/20) AM-PM	• *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*		discussion of feedback regarding the topic?
8:30 - 9:30	Engaging the Team	Icebreaker (Spartan Empire Online Scavenger Hunt) Brief overview of the Bitmoji Classroom with interactive links	Instructional Transformation Coaches
9:30 - 10:30	-Introduction -Goals -Agenda - Review Climate Survey Data - Sustained Essential Practice - Primary & Secondary Essential Practice Selections -Commitment to students	Results of teacher and student surveys. Goal setting by department based on 4 year trend Daily classroom actions that can lead to successful implementation of the SIP in your classroom.	Principal and Administration
10:45 - 11:30	Instructional Best Practices	Teacher Spotlights (3 Educators) that have exhibited exemplary use of resources, systems, and strategies for virtual learning.	Principal and Administration
11:30 - 12: 30	Lunch	Lunch	Lunch
12:30 - 2:30	Reflections Feedback Survey	Incorporating Active Learning into an Online Classroom - Newrow Demo presented using Powerpoint and Newrow platform Examples and Applications of Formative and Summative Assessments - PowerPoint	Instructional Transformation Coaches , Department Chairs
2:45 - 3:00	Reflections Feedback Survey	Survey Monkey	Instructional Transformation Coaches, Department Chairs

Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed by the school as described below:

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*

- *Develop School Culture and Academic Programs Implementation Steps*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.org) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 2 – December 18, 2020

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

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SCHOOL CULTURE
Quarter 1 Implementation
(August 31 – October 16, 2020)

</div>

School Culture Outcome Statement

If we successfully implement our sustained practice of school spirit, pride, and branding; all teachers and stakeholders will continue to work collaboratively towards celebrating the success of students and staff by emphasizing achievements and teamwork. If we effectively implement our primary essential practice of positive behavior support, our students will gain a sense of personal responsibility in their education. By empowering our teachers, they will they will extend this mindset into their classroom. This will be accomplished by communicating and monitoring practices to ensure alignment with our shared vision of commitment to students.

Sustained Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Sustained Essential Practice

To ensure that School Spirit, Pride and Branding are sustained, we will continue to promote and market the school within the community and on social media. We will also continue to display our awards and accomplishments within the hallways of our building to celebrate and honor our school history. We will add additional art collections highlighting the history of Miami Southridge Senior High. We will amend our uniform policy to give students the option to wear Southridge branded school spirit shirts any day of the week. Once an athletic season concludes, we will host an Alumni Night and a collaborative celebration with our community partners.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring

		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
Start: Tue, Sept 8 **End:** Fri, Oct 16	The Activities Director will host a meeting with all grade-level leaders to design a plan for the school year. This meeting will consist of setting expectations, discussing ideas to continue to promote and market the school using innovative learning platforms and solidifying a plan of action for the school year.	Angela Beall, Activities Director	As a result of this initial meeting, grade level leaders should be scheduling sessions with their grade-level teams in order to share expectations and work on next steps. This will be evidenced by meeting minutes to discuss improving school spirit and branding using the innovative learning platforms.	Vice Principal Kim Berkey and assitant principals Alejandro Morales, Akera Singleton, and David Duque, will lead the grade level orientations and attend the grade level meetings held by the Activities Director monthly.
Start: Tue, Sept 8 **End:** Fri, Oct 16	In order to generate enthusiasm for our school, we will conduct various virtual challenges using (Facebook, Instagram, and Twitter).	Angela Beall, Activities Director Club Sponsors	This will be evidenced by positive feedback from social media posts (Facebook, Instagram, and Twitter) monthly.	Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, and Akera Singleton - Assistant Principal, will monitor daily Facebook, Instagram, and Twitter interactions to gather information to gage school spirit, pride, and branding. Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, Akera Singleton - Assistant Principal
Start: Tue, Sept 8 **End:** Fri, Oct 16	Utilize Magnet Art students, officers of various clubs, and student organizations to design and create videos and digital media that can be shared virtually on the school website and through social media.	Angela Beall, Activities Director Club Sponsors Seren Evans, Magnet Lead Mercedes Ortiz,	This will be evidenced by videos and digital media visible on social media and school website.	Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal,and Akera Singleton - Assistant Principal,in conjunction with the Activities Director and Magnet Team leads will ensure that club sponsors and magnet teachers display student art bi-monthly.

		Magnet Lead		
Start: Tue, Sept 8 **End:** Fri, Oct 16	Miami Southridge will host a night highlighting magnets and clubs offerings virtually.	Angela Beall - Activities Director, Seren Evans - Magnet Lead Teacher, Mercedes Ortiz- Magnet Lead Teacher, Various Club Sponsors	An engaged audience and student feedback through a google survey will determine the program's success.	Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, Akera Singleton - Assistant Principal, and Angela Beall - Activities Director, will monitor bi-weekly through student participation and feedback provided via Google surveys.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Miami Southridge Senior High will continue to provide Positive Behavior Support (PBS) with progressive discipline protocols throughout the entire school year to ensure continuity and consistency of the PBS plan. We will continue to utilize the Values Matter Miami Initiative and its nine core values of citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. We will also continue with our implementation of "The Wright Walk" to reinforce positive behavior by recognizing students for being responsible citizens.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	During the opening of schools, administration will present the PBS/Behavior plan for the year to faculty and staff. The plan will focus on positive reinforcement, instruction on appropriate social behaviors, and intervention strategies to improve overall student behavior and reduce referrals and suspension rates.	David Duque, Assistant Principal Rodney Wright, PBS Director	An attendance sheet identifying that 90% of faculty was present will serve as evidence that this information was shared.	Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, Akera Singleton - Assistant Principal, will ensure that the staff reflects on the climate survey from the 2019-2020 school year and provide the transformational coaches with the opportunity to hold

				professional development during common planning and PD days.
Start: Tue, Sept 8 **End:** Fri, Oct 16	Miami Southridge will utilize the Value Matters Miami Initiative to promote the core values of respect and responsibility respectively, between the months of September and October.	Rodney Wright , PBS Director	This will be evidenced by increased promotion on social media platforms regarding respect and responsibility.	Rodney Wright, the PBS Director, will monitor the interactions on social media regarding Value Matters Miami to recognize positive virtual behaviors.
Start: Tue, Sept 8 **End:** Fri, Oct 16	Miami Southridge will implement the "Wright Walk" which recognizes students that exemplify positive behavior. Much of the positive behavior will be a reflection of the Value Matters Miami Initiative of showing respect and responsibility.	Rodney Wright, PBS Director	This will be evidenced by the observed increase in positive behavior.	All teachers at Miami Southridge Senior High, will inform the PBS Director, Rodney Wright, of students that demonstrate the values outlined in the Value Matters Miami Initiative.
Start: Tue, Sept 8 **End:** Fri, Oct 16	Miami Southridge will reinforce digital citizenship through classes and commonsense.org establishing standards that teach students technology safety and responsibility.	Sheri Moss, Instructional Coach Nancy De Arrigunaga, Instructional Coach	This will be evidenced by the inclusion of digital citizenships in teacher lesson plans.	The instructional coaches. Sheri Moss and Nancy De Arrigunanga, along with the teachers will ensure that the students are receiving digital citizenship curriculum.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Miami Southridge Senior High will empower teachers, students and staff to be leaders, risk-takers and designers of innovative ways to approach challenges by communicating and monitoring practices that ensure alignment with shared vision.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Set the dates and send outlook calendar invites for Curriculum Council meetings (every 3rd Tuesday of the month).	Kim Berkey Vice-Principal, Alexander Bello,	Publish the Miami Southridge school calendar	Humberto J. Miret Principal and Kim Berkey, Vice Principal, will ensure

	Curriculum council meetings provide teachers a forum to present ideas, collaboratively establish goals, disseminate information by department, and participate in the school-wide decision making process.	Principal's secretary	with the dates marked for the curriculum council meetings. E-mail sent with the outlook invitation to the meetings.	that Curriculum Council meetings occur.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Send a google form survey to the curriculum council members prior to each meeting, allowing members to suggest pressing matters that should be on the meeting agenda.	Kim Berkey Vice-Principal	Google survey email sent out to curriculum council asking for their input for the meeting agenda. Google survey spreadsheet that compiles all the survey responses.	Humberto Miret, Principal, will review the survey and meeting agendas.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Hold monthly Curriculum Council meetings on the third Tuesday of every month.	Kim Berkey Vice-Principal and Curriculum Council Members	This will be evidenced by curriculum council meeting agendas.	Humberto Miret, Principal In attendance at Curriculum Council meeting and/or read over meeting minutes/notes.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Survey faculty and staff to ascertain various leadership opportunities to promote and build their leadership capacity.	Humberto J. Miret - Principal, Kim Berkey- Vice Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, Akera Singleton - Assistant Principal	This will be evidenced by E-mails, Google surveys, and data to determine the leadership opportunities the staff is seeking.	Humberto J. Miret - Principal, Kim Berkey - Vice-Principal, David Duque - Assistant Principal, Alejandro Morales - Assistant Principal, Akera Singleton - Assistant Principal, will monitor the Google forms

ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

If we are effective in Data-Driven Decision Making, the Differentiated Instruction and Instructional Support/Coaching will be targeted toward student proficiency and learning gains in all academic areas.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

In order to ensure that the practice of Data-Driven decision making is sustained for the 2020-2021 school year, we will continue to collect data based on measurable goals and use this to truly adapt our instruction. We will continue to analyze these insights and utilize them to make intentional strategic plans of action that improve student academic outcomes. We will continually use multiple sources of data and meet frequently to interpret data as an administration and by subject area. We commit to continually reflecting and revisiting for effectiveness, our deliberate and differentiated applications for teaching and learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Data will be used to place students in appropriate core subjects.	Kim Berkey, Vice Principal, April Garret , Counselor, Lisandra Gonzalez, Counselor	This will be evidenced by the master schedule and teacher rosters.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal David Duque, Assistant Principal , will review student placements via teacher rosters to ensure correct placement.
Start: Mon, Aug 31 **End:** Mon, Sept 7	Administrative team will meet with transformation coaches to analyze student data and set goals.	Humberto J. Miret , Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal	This will be evidenced by a school created goal sheet, data chat forms, and meeting agendas.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct data chats.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Data chats between administrator, transformation coach and teachers to review data and set teacher goals.	Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal Akera Singleton, Assistant Principal, David Duque, Assistant Principal	This will be evidenced by the data chat forms and instructional plan overview.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, will conduct data chats along with the Transformation Coaches.
Start: Mon, Aug 31 **End:** Fri, Oct 16	With the assistance of their transformation coach during common planning, teachers will	Sheri Moss , Transformation Coach and Nancy De Arrigunanga,	Common planning agendas and Instructional	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales,

	develop an Instructional Focus Calendar to inform teachers on specific standards to target during instruction.	Shawn Wilson, Transformation Coach	Focus Calendars will serve as evidence that this step was successfully executed.	Assistant Principal, Akera Singleton, Assistant Principal, will ensure that IFC is aligned to Florida State Standards and addresses the needs of the students adequately.

Primary Essential Practice

Instructional Support/Coaching

Priority Actions for the Primary Essential Practice

To enhance Instructional Support and Coaching with an aim to improve effectiveness and create sustainability, with the support of the school administration, coaches will: assist and provide support to teachers in the development of rigorous standards-based lessons, utilize the coaching model with the implementation or evidence based instructional strategies to improve students' academic success, and facilitate effective and standard based common plannings that result in improved teacher quality, the sharing of best practices, and plans of action to increase student proficiency at Miami Southridge Senior High.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	The transformation coaches will provide an overview on the coaching cycle to teachers so that the expectations for success are concise and clear.	Sheri Moss, Transformation Coach and Nancy De Arrigunanga, Transformation Coach Shawn Wilson, Transformation Coach	Common planning agendas and teacher reflections on the coaching cycle process occurring after the meeting will serve as evidence that this step was successfully executed. Student rotations will also show as evidence.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, will be present weekly and support the transformation coaches as they provide the overview on the coaching cycle and serve as a layer of support to both coaches and teachers addressing any concerns about the process.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Transformation coaches will conduct a check-in with their teachers to determine opportunities for assistance and develop a	Sheri Moss, Transformation Coach, Shawn Wilson, Transformation Coach, and Nancy De Arrigunanga,	The meeting schedule, sign in sheet, and pre-conference reflection sheet will serve as evidence that this step was	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, will work together with the transformation coaches to conduct pre-conference meetings with teachers to facilitate the coaching cycle process with aims to utilize this process

	coaching plan that meets their teachers' individual needs.	Transformation Coach	successfully executed.	as a means to address areas of needed improvement by teacher and positively impact student achievement on a bi-weekly basis.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Administrators will conduct weekly virtual/physical walkthroughs and assess which teachers need instructional assistance. This information will be given to transformation coaches to conduct coaching cycles.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal	Walkthrough notes and feedback given to teachers will serve as evidence that this step was successfully executed. Completed coaching cycles will also serve as evidence.	Principal Humberto J. Miret, will ensure that Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, conduct weekly virtual/physical walk-throughs and provide feedback to the teachers.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Administration will monitor coaching cycles to ensure cycles are completed with fidelity and determine next steps.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal	Completed coaching cycles and improved teacher pedagogy as documented by the transformation coach will serve as evidence that this step was successfully executed.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, will monitor the coaching cycles weekly and ensure that each step is executed diligently.

ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

N/A

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

N/A

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

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

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	The administrative team will meet with transformational coaches to collaborate as a team using data to plan for differentiated instruction in the core subject areas.	Humberto J. Miret , Principal Kim Berkey, Vice Principal Alejandro Morales, Assistant Principal Akera Singleton , Assistant Principal and David Duque Assistant Principal Margarita Rojas- ELL Department Chair Genevieve Amaris - SPED Department Chair Nancy De Arrigunaga , Transformation Coach Sheri Moss, Transformation Coach	DI plan for reading and math will be identifying the different groups and the resources that will be provided to each group.	Principal Humberto J. Miret ,will ensure that Kim Berkey , Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, will be present during the meeting to develop a plan to meet the needs of a diverse group of students through differentiated instruction. Additionally, the administrative team will monitor implementation of the DI plan on a daily basis.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Deliver professional training that encompasses effective DI strategies, how to determine the learning goals of different students based on the achievement level descriptors and the creation of the	Nancy De Arrigunaga , Transformation Coach Sheri Moss, Transformation Coach	Teachers will create a DI implementation paln for english, reading and math will serve as evidence.	Principal Humberto J. Miret ,will ensure that Kim Berkey , Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, will be present during the professional training. They will also conduct daily virtual walk-throughs to ensure adherence.

	DI implementation plan.			
Start: Mon, Aug 31 **End:** Fri, Oct 16	Conduct Collaborative Planning Sessions with the focus on using data to form instructional groups for quality differentiated instruction.	Nancy De Arrigunaga , Transformation Coach Sheri Moss, Transformation Coach	Administrative walk-throughs and lesson plans that contain distinct data based differentiated instruction groups will serve as evidence.	Humberto J. Miret, Principal, Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal, will conduct data chats along with the transformation coaches.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Implementation of planned lessons providing Differentiated Instruction to the different student groups.	Teachers in the core academic areas	Administrative walk-throughs ensuring that the lesson plans are executed with fidelity will serve as evidence.	Principal Humberto J. Miret ,will ensure that Kim Berkey , Vice Principal, David Duque, Assistant Principal, Alejandro Morales, Assistant Principal, Akera Singleton, will ensure the IFC is aligned to Florida State standards and addresses the needs of the students adequately.

Parent Family Engagement Plan (PFEP)

SCHOOL CULTURE
Quarter 2 Implementation
(November 2 – December 18, 2020)

School Culture Outcome Statement

If we successfully implement our sustained practice of school spirit, pride, and branding; all teachers and stakeholders will continue to work collaboratively towards celebrating the success of students and staff by emphasizing achievements and teamwork. If we effectively implement our primary essential practice of positive behavior support, our students will gain a sense of personal responsibility in their education. By empowering our teachers, they will they will extend this mindset into their classroom. This will be accomplished by communicating and monitoring practices to ensure alignment with our shared vision of commitment to students.

Sustained Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Sustained Essential Practice

To ensure that School Spirit, Pride and Branding are sustained, we will continue to promote and market the school within the community and on social media. We will also continue to display our awards and accomplishments within the hallways of our building to celebrate and honor our school history. We will add additional art collections highlighting the history of Miami Southridge Senior High. We will amend our uniform policy to give students the option to wear Southridge branded school spirit shirts any day of the week. Once an

athletic season concludes, we will host an Alumni Night and a collaborative celebration with our community partners.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Students and staff are encouraged to wear spirt gear daily.	Angela Beall- Activities Director	Announcements made, reiterating school uniform policy.	Humberto J. Miret, Principal Kim Berkey , Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Angela Beall- Activities Director
Start: Mon, Nov 2 **End:** Fri, Dec 18	Monthly virtual events promoting the 4 A's of Southridge (Athletics, Academics, Arts, Activities)	Angela Beall- Activities Director	Activities flyer with events listed, emails to the staff. Social media updates.	Humberto J. Miret, Principal Kim Berkey , Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will monitor by making sure faculty and staff are informed through social media, and emails regarding specific school events.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Students and faculty incentives to recognize academic success and promote good behavior.	Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal	Teacher of the Month Award, student of the month awards and gift card raffles for students.	Humberto J. Miret, Principal Kim Berkey , Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will monitor by providing a list of students are are eligible for such rewards.
Start: Mon, Nov 2 **End:** Fri, Dec 18				

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Miami Southridge Senior High will continue to provide Positive Behavior Support (PBS) with progressive discipline protocols throughout the entire school year to ensure continuity and consistency of the PBS plan. We will continue to utilize the Values Matter Miami Initiative and its nine core values of citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. We will also continue

3/11/2021

School Improvement Process

with our implementation of "The Wright Walk" to reinforce positive behavior by recognizing students for being responsible citizens.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Miami Southridge will utilize the Value Matters Miami Initiative to promote the core values of citizenship and fairness between the months of November and December.	Rodney Wright, PBS Director	The will be evidenced by increased promotion on social media platforms regarding citizenship and fairness	Rodney Wright, the PBS Director, will monitor the interactions on social media regarding Value Matters Miami to recognize positive virtual behaviors.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Miami Southridge will continue to implement the "Wright Walk" which recognizes students that exemplify positive behavior. Much of the positive behavior will be a reflection of the Value Matters Miami Initiative of showing citizenship and fairness.	Rodney Wright, PBS Director	This will be evidenced by the observed increase in positive behavior.	All teachers at Miami Southridge Senior High will inform the PBS Director, Rodney Wright, of students that demonstrate the values outlined in the Value Matters Miami Initiative.
Start: Mon, Nov 2 **End:** Fri, Dec 18	During the monthly facility meeting, the Spartan Progressive Discipline Checklist will be redistributed to all instructional personnel to be used with modifications for virtual learning.	David Duque, Assistant Principal Rodney Wright, PBS Director	An attendance sheet identifying that 90% of faculty was present will serve as evidence that this information was shared.	Humberto J. Miret - Principal Kim Berkey - Vice Principal David Duque - Assistant Principal Alejandro Morales - Assistant Principal Akera Singleton - Assistant Principal Sheri Moss - Transformation Math Coach Nancy De Arrigunanga, Transformation ELA Coach, will check for the discipline plan in student work folders during walk-throughs to ensure the checklist is being utilized and adhered to.
Start: Mon, Nov 2 **End:** Wed, Nov 18	Miami Southridge will recognize an instructional faculty member each month that exemplify the promotion of the Value Matters Miami Initiative in	Rodney Wright, PBS Director	This will be evidenced by classroom observation and staff nominations.	Rodney Wright, PBS Director; Sheri Moss, Transformation Math Coach; and Nancy De Arrigunanga, Transformation ELA Coach, will monitor teacher interactions in the classroom along

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their Classroom and demonstrates the core values throughout their every day interactions.				with the overall classroom environment during walk-throughs to ensure that core values are being demonstrated and infused in instructional lesson plans by staff.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Miami Southridge Senior High will empower teachers, students and staff to be leaders, risk-takers and designers of innovative ways to approach challenges by communicating and monitoring practices that ensure alignment with shared vision.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Provide opportunities for teachers to showcase best practices during department meetings, professional development and collaborative planning.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal Sheri Moss, Transformation Coach and Nancy De Arrigunanga, Transformation	Best practices being shared at meetings feedback form. Common Planning agendas	Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal Sheri Moss, Transformation Coach and Nancy De Arrigunanga, Transformation
Start: Mon, Nov 2 **End:** Wed, Nov 18	Identify "model" classrooms for varying instructional and classroom management strategies in order to build in-house capacity of staff and support collaborative learning. Record practice and present at faculty meeting.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal Sheri Moss, Transformation Coach and Nancy De Arrigunanga, Transformation	Faculty meeting agenda. Reflections of staff.	Humberto J. Miret will ensure that two teachers are selected and present each month.
Start: Mon, Nov 2	Task forces will continue to focus on the establishment of school	Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton,	This will be evidenced by agendas,	The task force leaders in collaboration with

End: Fri, Dec 18	wide initiatives that will empower teachers and staff.	Assistant Principal, David Duque, Assistant Principal Sheri Moss, Transformation Coach and Nancy De Arrigunanga, Transformation	emails, and sign in sheets	the administrative team will monitor the progress of the task forces.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Facilitation of Spartan New Teacher induction Program	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal	Meeting agendas, new teacher reflections	Humberto J. Miret will ensure that meetings take place and the subjects covered are adequate in building new teacher capacity.

ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 2 – December 18, 2020)

Academic Programs Outcome Statement

If we are effective in Data-Driven Decision Making, the Differentiated Instruction and Instructional Support/Coaching will be targeted toward student proficiency and learning gains in all academic areas.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

In order to ensure that the practice of Data-Driven decision making is sustained for the 2020-2021 school year, we will continue to collect data based on measurable goals and use this to truly adapt our instruction. We will continue to analyze these insights and utilize them to make intentional strategic plans of action that improve student academic outcomes. We will continually use multiple sources of data and meet frequently to interpret data as an administration and by subject area. We commit to continually reflecting and revisiting for effectiveness, our deliberate and differentiated applications for teaching and learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Data chats between administrators and transformation coaches, to disaggregate and analyze data to determine	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Shawn Wilson, Transformation	Data Chat forms showing justification for instructional strategy , Agendas	Humberto J. Miret, Principal will enusre that data chats are conducted and that decisions are based on that data.

	instructional strategy.	Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss ,Transformation Coach		
Start: Mon, Nov 2 **End:** Fri, Dec 18	Data chats between Administrator, transformation coach and teacher to inform instructional planning and delivery	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Data Chat form, Instructional plan overview	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that data chats are conducted , that goal are set and that an instructional plan is created.
Start: Mon, Nov 2 **End:** Fri, Dec 18	With the assistance of their transformation coach during common planning, teachers will develop an Instructional Focus Calendar to inform teachers on specific standards to target during instruction.	Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach	Common Planning Agendas, Instructional Focus Calendar with focus standards identified.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will attend common planning.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Transformation Coach and teachers will determine the criteria for student placement in DI groups and interventions.	Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach	Differentiated Instruction grouping placement guidelines document.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that the documents are created and that there is evidence of data being used to create the different groups.

Primary Essential Practice

Instructional Support/Coaching

Priority Actions for the Primary Essential Practice

To enhance Instructional Support and Coaching with an aim to improve effectiveness and create sustainability, with the support of the school administration, coaches will: assist and provide support to teachers in the development of rigorous standards-based lessons, utilize the coaching model with the implementation or evidence based instructional strategies to improve students' academic success, and facilitate effective and

standard based common plannings that result in improved teacher quality, the sharing of best practices, and plans of action to increase student proficiency at Miami Southridge Senior High.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Collaboration between Administration and Coaches to determine our instructional imperatives (these six that we will focus on in order to effectively impact student achievement).	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Instructional Imperative Focus list	Humberto J. Miret, Principal will ensure the creation of the Instructional Imperative Focus list.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Instructional Imperatives PD presented at Common planning (One focus every two weeks).	Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Common planning agenda, Lesson plans with focus embedded	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs looking for evidence of the implementation of the instructional imperatives
Start: Mon, Nov 2 **End:** Fri, Dec 18	Implementation of planned lessons with instructional focus embedded	Core teachers	Administrative walk-throughs ensuring that the lesson plans are executed with fidelity	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs
Start: Mon, Nov 2	Coach and teacher reflections based	Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri	Teacher reflection sheet	Humberto J. Miret, Principal Kim Berkey, Vice Principal David

	on instructional imperative focus	Moss, Transformation Coach Core teachers		Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will review and provide feedback on the teacher reflection sheets
End: Fri, Dec 18				

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

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

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Collaborative Planning between Transformation Coach and teachers to develop teaching materials and assessment measures	Shawn Wilson, Transformation Coach Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach	DI implementation Guide, lesson plans	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that implementation guides are created and will check lesson plans for alignment.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Data Chats between teachers and students	Teachers in the core academic areas	Student data chat form with goals and targets	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs to ensure that data chats are being conducted and that goals are set during this time.
Start: Mon, Nov 2	Implementation of planned lessons providing	Teachers in the core academic areas	Administrative walk-throughs ensuring that the lesson plans are	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales,

End: Fri, Dec 18	differentiated instruction to the different student groups.		executed with fidelity looking for evidence of DI and DI groups	Assistant Principal, Akera Singleton, Assistant Principal .
Start: Mon, Nov 2 **End:** Fri, Dec 18	Student assessment and feedback.	Teachers in the core academic areas	Topic assessment data, EOC test prep results, data chat form	The academic coaches will created assessments for US History, ELA and reading and will ensure that 95% of students are tested for district assessments.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

To ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO), teachers have been provided with professional training for: Using Technology for Effective Instruction, Effective Questioning , and Using Differentiated Instruction to Increase student outcomes in the Virtual Setting. Transformation coaches in English and math provide support for teachers and ensure that lessons and developed to provide explicit and effective instruction to all students. Assistant principals are present at all common plannings to ensure that planning occurs for remediation, enrichment and differentiated instruction. Then principal and assistant principals will monitor core instruction to ensure explicit and systemic instruction of Florida standards instruction regardless of modality. We will administer diagnostic and formatives assessments (via Performance Matters) in core areas, using the data to develop next steps in instruction and provide real time remediation. In math, reading, and English, we will continuously progress monitor students using standard aligned assessments. Additionally, the principal and assistant principals conduct virtual walkthroughs ensuring that the lesson plans are executed with fidelity.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

Students in core subjects have been given either diagnostic or placement assessments and grouped based on academic needs. Students are grouped to remediate, enrich or strengthen grade level performance. Interventions take place in Research, Intensive Math, Intensive Reading, and Algebra 1a. Some interventions occur via computer-assisted learning software as a way to differentiate instruction and through tiered assignments using the achievement level descriptors. City Year provides interventions in Algebra 1, Geometry, and Intensive Reading. As we continue in the school year, push in and pull-out interventions are set to occur through our elective classes to further remediate students.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

To offer students opportunities to participate in extended learning opportunities, Miami Southridge will offer Saturday Academy, after school tutoring, and extended tutoring for athletic and activities participants Monday through Thursday. Weekday tutoring will be for the subjects of Algebra 1, Biology, Geometry, Reading, U.S. History, Advanced Placement, magnet options, and ELL. Target students are the lowest 25% with priority with ELL and ESE students. The aim of each opportunity is to mitigate losses, provide academic support and enrichment, and to provide mental health services to our students.

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

Phases III & IV will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.

Mid-Year Readiness Data *and* ***Systems Review*** *should directly inform the Quarter 3 and 4 Implementation Steps.*

- ○ ***A Data Review:*** *is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- ○ ***Systems Review:*** *is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.*

Phase III: Mid-Year Review

January 4 – January 29, 2021

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*

- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

Mid-Year Data Map

For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.

Access the SIP Dashboard:

Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via www.powerbi.com using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

The School Leadership Team assembles to review the data map, interpret the results, and amend the mid-year data to reflect ongoing assessment data through each department. The transformation coaches and administration conduct an in-house instructional review, disseminate findings through common planning, and hold teacher data chats by department. The Curriculum Council also reviews the mid-year data to further analyze current academic and school culture in order to maintain progress towards our school goals.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

Currently, our teacher attendance is at par or surpassing the district average for 0 days, 0.5 - 5 days, 5-10 days, and 10.5+ days. Student absences are trending above the T1W/T2/T3 average. We continue to promote incentives and utilize our student services team to communicate with parents in order to increase student attendance and participation in after school and Saturday tutoring. To highlight contributions to the school culture, monthly teacher, staff and student of the month awards are presented and honored through school announcements and social media. In the area of discipline, 1.3% of students have received at least one referral which is one par with the District 1%.. Its is also encouraging that a large number of students think that their teachers are honest and that students know the expectations is that they are earning. Most concerning is the percentage of teachers who feel that each student is well known by at least one adult advocate who supports that student's educational experience. This is concerning because student advocacy involves taking proactive steps to gain maximum support for meeting student needs. This affects student learning, progress and achievement.

3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

Presently, the Graduation Rate of 96% is encouraging, as we were able to achieve the highest graduation rate in school history. Additionally, the amount of students that achieved satisfactory scores on the Mid Year Assessment in Geometry (43%), Algebra 1 (49%), and ELA 10 (32%) are encouraging because this indicates learner progress. Differentiated Instruction has been a focus in ELA and math common planning. Our most concerning findings are ELA 9 proficiency and the academic performance of the lowest 25% across all subjects.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

Based on the data, it is evident that outcomes increased for both Algebra 1 and Geometry students. Nine percent of Algebra 1 students were proficient based on the most recent FSA/EOC data. The MYA results indicated that 49% of students received a satisfactory score. In Geometry, 40% of students were proficient based on the most recent FSA/EOC data and 43% of students received a satisfactory score.

5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?

In terms of subgroups (ELL, SWD, L25) we performed below the district in: Algebra 1(All), Geometry(ELL, L25), ELA 9th (SWD, L25), and ELA 10th (SWD).We are above the District average in ELA ELL for both grades and consider this to be an area of strength.

6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for students participating in extended learning opportunities?

The patterns for students participating in extended learning opportunities are unremarkable.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

School Culture

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

The School Leadership Team convenes to review the data map, interpret the results, and amend the mid-year data to reflect ongoing assessment data through each department. The transformation coaches and administration conduct an in-house instructional review, disseminate findings through common planning, and hold teacher data chats by department. The Curriculum Council also reviews the mid-year data to further analyze current academic and school culture in order to maintain progress towards our school goals. The SLT periodically reviews early warning indicators to address attendance, positive behavior initiatives, and academic progress.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

Although we have focused on the importance of having a growth mindset and attempted to cultivate a sense of purpose while celebrating the professional achievement of teachers. Although we have implemented positive behavior incentives, we continue to address discipline issues especially within the 10th grade population. The PBS coach, student services department, behavior management technician, and other support personnel monitor student progress through daily progress reports and peer mediation efforts.

Academic Programs

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

The weekly facilitation of common planning by the transformation coaches focusing on student data and mastery of learning targets paired with differentiated lessons/tasks for groups of students based on their data have led to the surpassing of expectations in data for academic programs. We believe that the strategic implementation of rotations in ELA , Algebra 1 and Geometry have lead to increases in student proficiency across all three subjects as indicated by the MYA results.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

We struggled in English 1. Thirty nine percent of English 1 students were proficient based on the most recent FSA/EOC data. The MYA results indicated that only 26% of students received a satisfactory score. We attribute this to changes in personnel and anticipate an increase in achievement as we have recently began a different phase of differentiated instruction using the MYA data.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

NA

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.

School Leadership Core Competencies

Competency 1: Commitment to Students

The School Leadership Team will use commitment to students in the School Improvement Process to establish action plans that put the students' learning at the center of all decisions.

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

Data chats are held with students after data has been received from the previous FSA/EOC and mid-year assessments. The data is also addressed during common planning to assist teachers in establishing instructional groups based upon the individual needs of all students. The guidance counselors, ELL department chair, SPED department chair, and teachers collaborate to ensure the needs of all students are met both socio-emotionally and academically. Student government and leaders meet with the leadership team periodically to provide feedback about school culture to enhance learning for current and future students.

Competency 2: Focusing on Sustainable Results

The School Leadership Team will focus on sustainable results to establish action plans to carefully choose challenging goals based on data, and prioritize and track progress of goals and actions

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The Transformation Coaches and Administration meet weekly to identify look-fors and areas for improvement in all core subjects. The administrator assigned to each core subject attends all common planning sessions and actively assists in identifying teachers who may need support through a coaching cycle.

Competency 3: Developing Others

The School Leadership Team will use developing others in the School Improvement Process to ensure others obtain the experience and training needed to develop new skills and levels of capacity.

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

New teachers are assigned a mentor and meet monthly to provide collaboration on classroom management, student engagement, grade book, and other topics for new educators. Teachers receive periodic surveys to assess topics of interest for professional development sessions to be offered during faculty meetings, early release days, and professional development days. Coaching cycles are implemented as needed to target specific teaching strategies to enhance instruction and student engagement.

Competency 4: Engages the Team

Our current reality is positive in communicating a compelling vision to motivate the schools' efforts. We reflect on current practices to engage members and involve the team at all levels in defining school goals.

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

In order to engage all stakeholders, teachers and staff members are offered a forum through the Curriculum Council, EESAC, faculty/department meetings, and common planning to offer feedback and take an active role in the decision-making process of the school. Teachers highlight best practices of colleagues, model instructional techniques, and participate in best practices.

MID-YEAR REVIEW COMMUNICATION

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

The School Leadership Team will review all mid-year data to include Biology and US History, conduct an in-house instructional review, and data chats with teachers by department. Through common planning, adjustments will be made to ensure alignment across the grade levels and subject areas. Transformation Coaches will utilize Performance Matters to conduct test item analysis to provide support for standards that require remediation. In addition, the Curriculum Council and EESAC will review the SIP implementation steps to provide additional support in the school culture initiatives, after-school tutoring, and Saturday Academy.

SCHOOL CULTURE
Quarter 3/4 Implementation
(February 1 – June 9, 2021)

School Culture Outcome Statement

If we successfully implement our sustained practice of school spirit, pride, and branding; all teachers and stakeholders will continue to work collaboratively towards celebrating the success of students and staff by emphasizing achievements and teamwork. If we effectively implement our primary essential practice of positive behavior support, our students will gain a sense of personal responsibility in their education. By empowering our teachers, they will they will extend this mindset into their classroom. This will be accomplished by communicating and monitoring practices to ensure alignment with our shared vision of commitment to students.

Sustained Essential Practice

School Spirit, Pride and Branding

Priority Actions for the Sustained Essential Practice

To ensure that School Spirit, Pride and Branding are sustained, we will continue to promote and market the school within the community and on social media. We will also continue to display our awards and

accomplishments within the hallways of our building to celebrate and honor our school history. We will add additional art collections highlighting the history of Miami Southridge Senior High. We will amend our uniform policy to give students the option to wear Southridge branded school spirit shirts any day of the week. Once an athletic season concludes, we will host an Alumni Night and a collaborative celebration with our community partners.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Students and Staff will create social media video posts to promote school spirit and pride. The videos will highlight athletics, magnets, arts, and academics.	Mercy Ortiz, Magnet Lead Teacher Seren Evans, Magnet Lead Teacher Jorge Vital, Athletics Director	Evidenced by views, retweets, and responses on social media.	Administration will monitor social media accounts to measure exposure and success.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Students and staff will be encouraged to continue to wear spirit gear daily with apparel being readily available in both the Activities and Athletics Offices. The advertisement of spirit gear will expand to social media to make the merchandise accessible to MSO students and well as physical students.	Angela Beall, Activities Director Jorge Vital, Athletics Director	Announcements will be made; reiterating the school uniform policy, flyers placed around the school highlighting acceptable/unacceptable apparel, social media posts promoting online apparel stores	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Angela Beall, Activities Director
Start: Mon, Feb 1 **End:** Wed, Jun 9	The school will host in person and virtual spirit week. Physical students can participate in person while MSO students will be able to participate by posting a picture on school social media account with a predetermined hashtag. Participation will be rewarded with prizes.	Angela Beall, Activities Director	Announcements will be make in school; along with flyers for physical students. Information will also be distributed via grade level teams and social media. Prices will be rewarded to selected participants	Kim Berkey, Vice Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Angela Beall, Activities Director
Start: Mon, Feb 1 **End:** Wed, Jun 9	Organize and participate in school sponsored virtual events in the community with community partners and visit feeder pattern schools to promote and showcase	Seren Evans, Magnet Lead Teacher Mercy Ortiz,	Flyers of events, promotional flyers, and attendance at the event.	Administration will monitor by attending events and having meetings to

	Southridge's magnet programs, academies and academic offerings to 8th grade students who are futured to Miami Southridge and/or interested in attending.	Magnet Lead Teacher		reflect on the effectiveness of event.

Primary Essential Practice

Positive Behavior Support (PBS)

Priority Actions for the Primary Essential Practice

Miami Southridge Senior High will continue to provide Positive Behavior Support (PBS) with progressive discipline protocols throughout the entire school year to ensure continuity and consistency of the PBS plan. We will continue to utilize the Values Matter Miami Initiative and its nine core values of citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. We will also continue with our implementation of "The Wright Walk" to reinforce positive behavior by recognizing students for being responsible citizens.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Miami Southridge will utilize the Value Matters Miami Initiative to promote the core values of kindness, cooperation, integrity and honesty between the months of February and May.	Rodney Wright, PBS Director	The will be evidenced by increased promotion on social media platforms regarding kindness, cooperation, integrity, and honesty.	Rodney Wright, the PBS Director, will monitor the interactions on social media regarding Value Matters Miami to recognize positive virtual behaviors.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Miami Southridge will continue to implement the "Wright Walk" which recognizes students that exemplify positive behavior. Much of the positive behavior will be a reflection of the Value Matters Miami Initiative of showing kindness, cooperation, integrity, and honesty.	Rodney Wright, PBS Director	This will be evidenced by the observed increase in positive behavior.	All teachers at Miami Southridge Senior High will inform the PBS Director, Rodney Wright, of students that demonstrate the values outlined in the Value Matters Miami Initiative.
Start: Mon, Feb	During the monthly	Alfred Williams ,	An	David Duque, Assistant

1 **End:** Wed, Jun 9	department meetings, the Spartan Progressive Discipline Checklist will be redistributed to all instructional personnel to be used with modifications for virtual learning.	Math Department Chair Nancy De Arrigunaga, ELA Department Chair Leatrice Perry-Bethune, Reading Department Chair Andres Cerrato, Social Studies Department Chair Wilfrido Valdes, Science Department Chair	attendance sheet identifying that 90% of faculty was present at their respective department meetings will serve as evidence that they received the training.	Principal; Akera Singleton, Assistant Principal; Alejandro Morales, Assistant Principal; Sheri Moss, Transformation Math Coach; and Nancy De Arrigunaga, ELA/Reading Coach will check for the discipline plan in student work folders during walk-throughs to ensure the checklist is being utilized and implemented effectively.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Miami Southridge will continue recognize and reward instructional faculty member each month that exemplify the promotion of the Value Matters Miami Initiative in their Classroom and demonstrates the core values throughout their every day interactions.	Rodney Wright, PBS Director	This will be evidenced by classroom observation and staff nominations.	Rodney Wright, PBS Director; Sheri Moss, Transformation Math Coach; and Nancy De Arrigunanga, Transformation ELA Coach, will monitor teacher interactions in the classroom along with the overall classroom environment during walk-throughs to ensure that core values are being demonstrated and infused in instructional lesson plans by staff.

Secondary Essential Practice

Empower Teachers And Staff

Priority Actions for the Secondary Essential Practice

Miami Southridge Senior High will empower teachers, students and staff to be leaders, risk-takers and designers of innovative ways to approach challenges by communicating and monitoring practices that ensure alignment with shared vision.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to identify "model" classrooms for varying instructional and classroom management strategies in the dual modality environment in order to build in-house capacity of staff and support student engagement strategies.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal Sheri Moss, Transformation Coach	Faculty meeting agenda. Reflections of staff.	Humberto J. Miret will ensure that at least one teacher is selected to present each month.

	Record practice and present at faculty meeting.	and Nancy De Arrigunanga, Transformation	
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continuation of the 2020-2021 Spartan New Teacher Induction Program with additional presenters on identified topics that will be beneficial for all new teachers.	Humberto J. Miret, Principal Kim Berkey, Vice Principal, Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal, David Duque, Assistant Principal	Meeting Agenda and Materials/PowerPoint. Teacher Reflections at the end of the program.	Humberto J. Miret will ensure that meetings take place and the subjects covered are adequate in building new teacher capacity.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Continue to promote selected school wide initiatives that will empower teachers and staff.	Humberto J .Miret, Principal Kim Berkey, Vice Principal	This will be evidenced by emails, agendas, and surveys to identify staff needs.	The Curriculum Council leaders in collaboration with the administrative team will monitor the progress of the school wide initiative aimed at empowering teachers and staff.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Professional development for faculty engaging in reflective best practices that promote student engagement in dual modality instruction, increase student participation and collaboration while infusing rigor during instruction	Humberto Miret, Principal Marcela Camacho, Professional Development Liaison.	Best practices demonstrated via video during monthly Faculty Meetings. Teacher evaluations on My.Learning plan	Curriculum Council (Department Heads, Instructional Coaches, Administration) Anna Fano will monitor evaluations on My Learning Plan

Academic Programs
Quarter 3/4 Implementation
(February 1 – June 9, 2021)

Academic Programs Outcome Statement

If we are effective in Data-Driven Decision Making, the Differentiated Instruction and Instructional Support/Coaching will be targeted toward student proficiency and learning gains in all academic areas.

Sustained Essential Practice

Data-Driven Decision Making

Priority Actions for the Sustained Essential Practice

In order to ensure that the practice of Data-Driven decision making is sustained for the 2020-2021 school year, we will continue to collect data based on measurable goals and use this to truly adapt our instruction. We will continue to analyze these insights and utilize them to make intentional strategic plans of action that improve student academic outcomes. We will continually use multiple sources of data and meet frequently to interpret data as an administration and by subject area. We commit to continually reflecting and revisiting for effectiveness, our deliberate and differentiated applications for teaching and learning.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Data chats between administrators and transformation coaches to determine remediation and enrichment strategy.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Nancy De Arrigunaga, Transformation Coach Sheri Moss ,Transformation Coach	Coach Data Chat form	Humberto J. Miret, Principal will enusre that data chats are conducted and that decisions are based on that data.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Data chats between Administrator, transformation coach and teacher to identify opportunities to improve student achievement.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Student data chat form, Instructional plan overview	Humberto J. Miret, Principal Kim Berkey, Vice Principal, David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that data chats are conducted , that goals are set and that an instructional plan is created.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers and coaches will develop an Instructional Focus Calendar based on the MYA results.	Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach	Common Planning Agendas, Instructional Focus Calendar	Humberto J. Miret, Principal Kim Berkey, Vice Principal, David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will attend common planning during to ensure that IFC's are completed and used to create daily lessons.
Start: Mon, Feb 1 **End:** Wed, Jun 9	DI group parameters established and students	Akera Singleton, Assistant Principal Nancy De Arrigunaga, Transformation	Differentiated Instruction grouping placement	Humberto J. Miret, Principal Kim Berkey, Vice Principal, David Duque, Assistant Principal

	regrouped based on MYA results.	Coach Sheri Moss, Transformation Coach	guidelines document.	Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that the documents are created and that there is evidence of data being used to create the different groups

Primary Essential Practice

Instructional Support/Coaching

Priority Actions for the Primary Essential Practice

To enhance Instructional Support and Coaching with an aim to improve effectiveness and create sustainability, with the support of the school administration, coaches will: assist and provide support to teachers in the development of rigorous standards-based lessons, utilize the coaching model with the implementation or evidence based instructional strategies to improve students' academic success, and facilitate effective and standard based common plannings that result in improved teacher quality, the sharing of best practices, and plans of action to increase student proficiency at Miami Southridge Senior High.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Collaboration between Administration and Coaches to determine our instructional imperatives that we will focus on in order to effectively impact student achievement.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Instructional Imperative Focus list	Humberto J. Miret, Principal will ensure the creation of the Instructional Imperative Focus list.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Instructional Imperatives PD presented at Common planning (One focus every nine weeks).	Nancy De Arrigunaga, Transformation Coach Sheri Moss, Transformation Coach Core teachers	Common planning agenda, Lesson plans with focus embedded.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs looking for evidence of the

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
				implementation of the instructional imperatives
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implementation of planned lessons with instructional focus embedded	Teachers in the core academic areas	Administrative walk-throughs ensuring that the lesson plans are executed with fidelity	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Coach and teacher reflections based on instructional imperative focus	Teachers in the core academic areas	Teacher reflection sheet	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will review and provide feedback on the teacher reflection sheets

Secondary Essential Practice

Differentiated Instruction

Priority Actions for the Secondary Essential Practice

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

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Assistant Principal, Transformation Coach and teachers will meet to develop teaching materials and formative assessment assessment measures for differentiated	Sheri Moss, Math Transformation Coach Nancy De Arrigunaga, ELA Transformation	DI implementation Guide, lesson plans with DI groups and activities varying in complexity.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will ensure that implementation guides are created and will check lesson plans for alignment

	instruction implementation.	Coach Teachers		
Start: Mon, Feb 1 **End:** Wed, Jun 9	Data Chats between teachers and students	Core Teachers	Student data chat form with goals and targets.	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs to ensure that data chats are being conducted and that goals are set during this time.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Implementation of planned lessons providing differentiated instruction to the different student groups.	Teachers in the core academic areas	Administrative walk-throughs ensuring that the lesson plans are executed with fidelity looking for evidence of DI and DI groups	Humberto J. Miret, Principal Kim Berkey, Vice Principal David Duque, Assistant Principal Alejandro Morales, Assistant Principal, Akera Singleton, Assistant Principal will conduct walk-throughs
Start: Mon, Feb 1 **End:** Wed, Jun 9	Student assessment and feedback.	Teachers in the core academic areas	Topic assessment data, EOC test prep results, data chat form	The academic coaches will create assessments for US History, ELA and reading to monitor progress leading up to FSA and EOC testing.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

To ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO), teachers have been provided with professional training for: Using Technology for Effective Instruction and Using Differentiated Instruction to Increase student outcomes in the Virtual Setting. Transformation coaches in English and math provide support for teachers and ensure that equitable lessons are developed to provide explicit and effective instruction to all students regardless of designation. Assistant principals are present at all common planning sessions to ensure that planning occurs for remediation, enrichment and differentiated instruction. The principal and assistant principals will monitor core instruction to ensure explicit instruction of Florida standards is evident regardless of modality. We will administer diagnostic and formatives assessments (via Performance Matters) in core areas, using the data to develop next steps in instruction and provide real time remediation. In math, reading, and English, we will continuously progress monitor students using standard aligned assessments. Additionally, the principal and assistant principals conduct walkthroughs ensuring that the lesson plans are executed with fidelity.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

Students in core subjects have been given either diagnostic or placement assessments and grouped based on academic needs. Students are grouped to remediate, enrich or strengthen grade level performance. Interventions take place in Research, Intensive Math, Intensive Reading, and Algebra 1. Some interventions occur via

computer-assisted learning software as a way to differentiate instruction and through tiered assignments using the achievement level descriptors. City Year provides interventions in Algebra 1, Geometry, and Intensive Reading. As we continue in the school year, push in and pull-out interventions are set to occur through our elective classes to further remediate students.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

To offer students opportunities to participate in extended learning opportunities, Miami Southridge will offer Saturday Academy, after school tutoring, and extended tutoring for athletic and activities participants Monday through Thursday. Weekday tutoring will be for the subjects of Algebra 1, Biology, Geometry, Reading, U.S. History, Advanced Placement, magnet options, and ELL. Target students are the lowest 25% with priority with ELL and ESE students. We will offer A Spring Break academy for our most concerning students. The aim of each opportunity is to mitigate losses, provide academic support and enrichment, and to provide mental health services to our students.

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

Phase V will be developed and executed by the school as described below:

During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
  - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
  - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2021-2022 school year.*
- *After the May faculty meeting, schedule an EESAC meeting to share the outcomes.*

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

School Culture Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

End of Year Implementation Plan Reflection

<table>
<tr><th>Strengths</th><th>Opportunity for Improvement</th></tr>
<tr><td>In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.</td><td>In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.</td><td>In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.</td><td>In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.</td></tr>
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</table>

School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

2020-2021 Continuous Improvement Reflection Worksheet

Academic Programs

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Sustained Essential Practice

Primary Essential Practice

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Secondary Essential Practice

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End of Year Implementation Plan Reflection

Strengths

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

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In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

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In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

Opportunity for Improvement

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

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In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

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In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?

Academic Programs Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.