

School Name and Number : 7731 - Miami Southridge Senior High School

School Performance Excellence Plan

Principal: CARZELL J. MORRIS

Telephone #: (305) 238-6110

High School Feeder Pattern: 7731 - Miami Southridge Senior

Region: Region VI

Board District #: 9 - Ms. Betsy H. Kaplan

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7731 - Miami Southridge Senior High School

2002 School Performance Grade: C

Vision/Mission/Belief Statement(s):

VISION: Miami Southridge engenders the Spartan family with faculty, students and staff interacting in the well being of each other. We provide the best possible educational experiences to our students and the surrounding community. We believe in the full service high school which promotes cultural tolerance, civic responsibility, respect and self-worth which prepares students for the new millennium workplace.

MISSION: Miami Southridge Senior High School is committed to creating an environment that fosters growth of scholastic and behavioral discipline essential to the fulfillment of the intellectual, physical, emotional, aesthetic, and social development of each member of the school community. We believe that our school is an important and integral part of our community and is the motivating factor in creating a future for our students. Our SACS mission states: Miami Southridge Senior High School is committed to fostering growth of every member of the school community in an effort to prepare each for a successful future.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: Yes

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Miami Southridge Senior High School

Miami Southridge serves 4,227 students in grades nine through twelve. Located in Southern Miami-Dade County, the school is fed by several local communities, which include Cutler Ridge, South Miami Heights, East and West Perrine and Goulds. The school serves a diverse population of students from all socio-economic levels. Approximately 43 percent of our students are Hispanic, 39 percent are Black, 16 percent White and two percent Asian. Miami Southridge provides a variety of experiences that encourage the achievement of each student to his or her maximum potential. Currently, 980 students participate in 44 clubs and eight honor societies. Seniors graduating in 2001-2002 received over seven million dollars in academic scholarships. Thirty-six percent of our graduating seniors went on to a four year university while thirty-five percent went to a two year college, six percent went to a vocational school and five percent joined the armed forces. After reviewing the results of the Florida Comprehensive Assessment Test (FCAT), the Secretary's Commission on Achieving Necessary Basic Skills (SCANS) Report, the Urban Systemic Initiative, School-To-Career Initiative, the Pupil Progression Plan, the School Climate Survey, the 2000-2001 School Improvement Plan, we have identified four objectives:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 54 percent making annual learning gains, and 56 percent scoring in the lowest 25 percent making annual learning gains as compared to the 2002 FCAT reading test results.

Given instruction in the Writing Across the Curriculum program, students in grade 10 will demonstrate a 10 percent increase in the average score as measured by the district writing pre-test administered in October 2002 compared to the district post-test administered in May 2003 as documented in departmental scoring reports.

Given instruction using the Sunshine State Standards, students in geometry and informal geometry will increase their mathematics skills as evidenced by a minimum of 20 percent increase on a site-authored pre-test administered in September 2002 compared to a post-test administered in May 2003 as documented in Scantron reports.

Given instruction using the Sunshine State Standards, students in Earth Space science and Biology will increase their knowledge of graph readings by 10 percent on a site-authored pre-test administered in September 2002 compared to a post-test administered in May 2003.

Given instruction using the Sunshine State Standards, students will increase their mastery of honors and advanced placement courses as evidenced by an increase of five percent of students enrolling in honors and advanced placement courses when percentages from the 2002-2003 school year are compared to percentages from the 2001-2002 school year and documented by enrollment reports produced by the Office of Information Technology.

In support of the accomplishment of these objectives, strategies have been established. Among these strategies: selected students enrolled in two ninth grade academies using technology in the development of reading and math skills; selected students enrolled in ninth, tenth, and eleventh grade reading classes as electives to address students with low reading skills; creation of a tenth grade academy with business technology as an elective; expansion of our vocational academies and the new vocational school-to-Career Miami-Dade Community College Dual Enrollment Program; on-going staff development in CRISS strategies; on-going staff development in FCAT lesson planning; and an increase in our career-oriented completion curriculum offerings. These strategies are designed for all students including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

To meet the needs of a diverse population, Miami Southridge provides basic educational services based on the Sunshine State Standards and the Competency Based Curriculum to all students in ninth through twelfth grades. We provide Advanced Placement courses offered by the College Board to our academically advanced students and have two ninth grade academies for our students needing remediation in reading, writing and math. We provide a semester career research class for incoming freshmen. Although we are a full service high school with an outstanding performing arts and athletic program, our students may choose an academy which helps direct them on a curricular path with a definite goal at the end of the senior year. Our academies include the Humanities Academy, which is a result of a 1990-91 Rockefeller Grant, and addresses our college bound track in Language Arts and Social Studies. Three other academies include the Academy of Early Childhood Education, which enables students who complete all four levels to earn their CDA credential. This national certification allows students to work in childcare in any state. The Academy of Computer Technology offers four separate programs: Business Technology, Apple Web Design, Dell and CISCO Networking. Our fifth academy, Applied Technology-Health Care, graduates students with college course work in first responder, the prerequisite to a degree as an EMT or paramedic. Our last academy, Sports Medicine, is part of our science department and works with students who want to become athletic trainers. While our academies address many students, we provide our Limited English Proficiency (LEP) students with an ESOL certified teacher who addresses their language needs as well as a bilingual curriculum content class in science and social science. Approximately 17.7 percent of our student population is in the Exceptional Student Education program as well as the Severely Emotional Disturbed program (SED). Students are provided an education in the least restrictive environment and are enrolled in the regular diploma program as well as the special diploma program. We also understand the importance of technology to our students and we have re-wired our school to place a computer in each classroom. Non-wired portables will be addressed using laptops and wireless technology as part of our five-year technology plan. In addition, we also have an Apple Web Design Lab, SAT Prep Lab, two reading labs and our Dropout Prevention Lab, Jostens. The Compass Learning Lab is in the seventh year at Southridge, and it addresses the needs of those students who have not succeeded in the traditional setting. Moreover, students are counseled and advised by Student Services for the numerous programs that are offered. Students may choose Diversified Education (work release) as well as many vocational courses. Tutoring is provided for all students during both lunches by the National Honor Society. A seventh period has been designed to address the needs of students who need a course for forgiveness, a higher GPA, or a second elective during the regular school day. Finally, our faculty and staff reviews its programs on an annual basis in accordance with its strategic five-year School Improvement Plan. It also reviews its programs to assure effective implementation of the Sunshine State Standards and the Competency-Based Curriculum.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision: Miami Southridge engenders the Spartan family with faculty, students and staff interacting in the well being of each other. We provide the best possible educational experiences to our students and the surrounding community. We believe in the full service high school which promotes cultural tolerance, civic responsibility, respect and self-worth which prepares students for the new millennium workplace. Mission: Miami Southridge Senior High School is committed to creating an environment that fosters growth of scholastic and behavioral discipline essential to the fulfillment of the intellectual, physical, emotional, aesthetic, and social development of each member of the school community. We believe that our school is an important and integral part of our community and is the motivating factor in creating a future for our students. Core Values: Miami Southridge holds the following beliefs as the inspiration for all endeavors undertaken by the school: we are committed to excellence as it relates to quality of service, relationships, and communications; we believe that we should be, for all stakeholders, a place where success is attainable; and we believe that our responsibility is to our students, to our staff, and to the multicultural community and and global, technological society we serve.

1.3 Human Resources

This item describes the people who carry out the work of the school.

The instructional staff consists of 203 teachers of whom 131 (54 percent) are white, 57 (23 percent) are black, 54 (22 percent) are Hispanic and (1 percent)

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Asian/Indian. In addition there are seven ESE aides, 21 custodians, five assistant principals and one principal. The instructional staff experiences approximately a four percent attrition. There are two staff members for the SCSJ program and one administrative ninth grade dean. The instructional program is supported by an office staff of 12 secretaries and clerks. There is one trust counselor, one occupational specialist and one computer specialist to support the computers, and two media specialists. The audio visual program utilizes the services of one AV specialist and an AV technician. All instructional staff are certified in their fields. Miami Southridge is pleased to have seven national certified teachers. The instructional staff educational credentials consist of 33 percent masters degrees, 11 percent specialists degrees, and three percent doctoral degrees.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Miami Southridge Senior High School opened its doors in 1976 and is located at 19355 SW 114 Avenue in southern Miami-Dade County, Florida. The campus sits on 30.77 acres and shares a park site with the Miami-Dade County Parks and Recreation Department. The school has one campus and the original building has had several additions throughout the course of its existence. In 1993 a new science wing was added to the southwest part of the building and the Norman Gross wing was built on the northwest part of the building, which houses most of our Exceptional Student Education Program. In addition, the school also has a vocational building and 12 portable buildings on the northeast side and 20 portable buildings on the southeast side of the main building. The utilization percentage is 154 percent and the program capacity is 2727. Renovations to the portables and the main building are constantly being made to accommodate the increasing numbers in student population, which has risen to well over 4200 students by the second week of school this year (2002-03). Other noteworthy items include: 1) the gym has been renovated and a new floor and bleachers have been installed; 2) as a part of a massive energy conservation project initiated by the Miami-Dade County Public School Board in conjunction with Florida Power & Light, new air conditioning chillers have been installed and old equipment in the air-handler units are being changed and upgraded; 3) all lighting fixtures have been retrofitted throughout the school, providing brighter and more energy efficient light in school; 4) all sinks and toilets have been retrofitted with water-conservation equipment, which is another part of the energy conservation project; 5) In November, we will be the only senior high school in Miami Dade County with an on-site stadium. Since the building opened it has been retrofitted with electrical to support requirements for technology. A fiber optic backbone has been installed with category five wire drops to classroom and support areas. There are seven servers which support these programs. Each classroom (except portables) has a computer and television. There are currently 17 computer labs throughout the building. The student curriculum, which trains students with hands on experience, is supported by the; 1) CISCO Academy for CCNA Certificate; 2) the Dell Academy for A+ certification; 3) Industrial Technologies for machine and CAD certification; 4) Business Technology Education which will lead to MOUS certification; 5) Graphic Designs; 6) and Apple Web design for web design certification. The Media Center is on line with major research engines and computers for students' word processing and the internet is available to all classrooms and media rooms. The network is 1,000T based and the support areas, including office, athletics and counselors, are equipped with up-to-date computers. Attendance systems are automated with bar code attendance cards and scanning inputting for tardies. Communications to parents are enabled by Parent Link, which calls each absent student, and parents can call teachers mailboxes to be informed of homework. Nine portables are hooked up to wireless internet, and future technologies include grade book implementation and laptops for portables. In addition, the athletic program is without question one of the finest in the state of Florida. A MLB regulation field supports the baseball programs and the combined park school acres are valuable in supporting football and other sports. The varsity football locker room models a college football locker room. Also, the music program equipment is up to date and the department has won 25 straight Superior evaluations. Vocational education equipment is up to date and is computer related. The science laboratories are housed in a separate addition and are well equipped. Also, the audiovisual program is bolstered by a TV production lab and classes. The Business Tech Education Department is supported by five state-of-art computer labs, and maintenance of computer equipment is supported by a full-time computer specialist. Due to a partially closed campus for lunch, the food service has expanded to 30 employees. School furniture purchases have expanded with student growth, requiring \$10,000 in additional purchases.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal law) and Section 295.07 (Florida Statutes), which stipulate categorical

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements. Moreover, the school adheres to the policies and procedures that assure equal access in employment, education programs, and activities as stated in the School Board rules. Hostile treatment of violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated. In addition, the school is subject to the requirements of the Florida Department of Education and Florida's High Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. Finally, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Miami Southridge serves approximately 4227 students of which 43 percent are Hispanic, 39 percent are Black, 16 percent White and two percent Asian. Our mobility rate is 34 percent, which means that 1/3 of our population leaves in any given year. We are an ESE center, and 17.7 percent of our student body is exceptional education. Among our exceptionalities are: hearing impaired, visually impaired, learning disabled, trainable mentally handicapped, emotionally handicapped, mentally handicapped, language impaired, health impaired, physically impaired, educable mentally handicapped and severely emotionally disturbed. Students are provided an education in the least restrictive environment and are enrolled in special and regular diploma programs. The student body dropout rate is 7.2 percent. Approximately 6 percent of the student body is identified as Limited English Proficiency (LEP). We provide LEP students with language arts instruction in English for speakers of other languages. Moreover, we have an ESOL certified instructor tutoring LEP students in the content areas. We also offer two ninth grade academies for those students needing a two-hour block of remediation in core courses and monitor their academic progress and reading skills. We offer dropout prevention programs in our Compass Learning Lab as well as the traditional program. Both programs encourage students to use work experience as their elective. Our vocational program offers many complete programs, which enable students to go into the workforce or further their career choice through Miami-Dade Community College, which also provides vocational dual enrollment while in high school. Thirty percent of our graduating seniors go on to a four-year university while thirty-eight percent of our students enter a community college, four percent go to a vocational school and twenty percent join the Armed forces and eight percent have elected not to further their education or go directly to work. In addition, we offer one of the finest athletic programs for men and women in the district. We offer major and minor sports sanctioned by the Greater Miami Athletic Commission. Finally, our Prudential Spirit of Community Awards defines our excellent student community involvement. We have superior programs the performing and visual arts and they help define the Spartan way – its involvement and achievement for all students in our multi-cultural diverse society.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Miami Southridge has an active PTSA which meets in the evenings five times a year in the school auditorium. A school newsletter is mailed to parents each semester. Other parental involvement includes a ninth grade orientation, school open house, college and vocational assistance programs, "Bring Your Parents to School Day and Region Six Parent Conference. Teachers communicate with parents using Parent Link, which lists homework for each teacher as well as leaving messages for specific teachers. Community programs that support parents include Teenage Parent Program (TAP) and Stay-in-School, which places outside agencies at the school. Our night school enrolls approximately 800 students and adults and provides the Miami- Dade County Driver Improvement Program as well as ESOL, GED Preparation, and Child Care Certification among other programs. Our facility also accommodates Girl Scouts, Boy Scouts, 500 Role Models and numerous community athletic events.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The Union and the School Board negotiate the benefits package enjoyed by employees of Miami Southridge. This package includes a comprehensive health component as well as standard insurances and other selected benefits. The faculty and staff at Miami Southridge are provided with their choice of professional

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

development programs that are provided by the District. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school. Outstanding contributions to the progress of the school are acknowledged over the public address system as the occasions arise. Additionally, the school newsletter highlights notable activities of faculty and staff. At the end of each year, the employees gather for an awards breakfast at which each employee is recognized for years of service and for his or her unique contributions to the school. The principal encourages staff morale by instituting "Teacher of the Month," Above and Beyond Recognition and Meaningful and Sought After Rewards.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Miami Southridge Senior High School has bona fide, on-going relationships with several large companies and vendors which provide quality goods and services to Southridge students. Two of our Miami-Dade partners that provide large amounts of support to our academic Honor Roll and Letter Jacket Program are the Assurant Group and Pizza Hut. The University of Miami Wellness Center and Bryan Alan Studios joined our Dade Partners in 2001-2002. The athletic department sells bagels and donuts to supplement the athletic budget as well as the various student organizations. The access fee vendor program and the cafeteria a la carte program also help provide funds to support various programs for Southridge students. In fact, the food service staff has been enlarged by ten employees and added food services on the northeast and southeast patios to accommodate the 4200 students at the school. We are involved in a comprehensive articulation program with all feeder schools. Moreover, the College Assistance Program provides pertinent information to all students and assists with their applications to colleges and universities. Information on grants and available scholarships are also provided. In-school presentations by colleges and universities are provided to juniors and seniors, and internships at local colleges are filled by our students. Florida International University, Barry University and the University of Miami send their students for internships at Southridge High. Many of our former students now teach here. Other alumni work at the school in various capacities. Opportunities are provided for students to perform community service individually or as part of a group like the National Honor Society, Key Club or the Interact Club. Students are encouraged to apply for the Silver Knight Award, which honors a specific talent as well as meaningful community service. The school continually earns a prize as the top United Way campaign contributor and wins top prize in the county for blood drives as well.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Despite the opening of Coral Reef Senior High School in 1998, enrollment at Miami Southridge has continuously grown to the current 4227 students. The Florida Department of Education has assigned Miami Southridge a grade of "C". However, we do meet the higher performance criteria for a grade of a "B" in writing, mathematics and our reading scores are improving. Our students are continuously recognized for their accomplishments at the local, state, and national levels in a variety of areas including: Band, Debate, International Relations, Athletics, Community Service and Business and Marketing. Our International Relations program is nationally recognized each year for the participation in ICONS and has received a number of other awards at mock United Nations simulations. Our band and choir enjoy 25 years of superior ratings. Our school's chapter of Future Business Leaders of America (FBLA) was the largest in Florida until 1999; it remains the largest in Miami-Dade County. Our athletic teams' successes are defined by numerous Districts, Regional and State championships. Our students are lauded for their community service with Prudential Spirit of Community Awards and 44 Presidential Silver and 36 Presidential Gold Awards in 2001 alone. A number of our teachers also have received a wide variety of recognition.

3.2 Competitors

This item explores the alternate schools available to students.

Miami Southridge competes with both the private schools, religious and secular, other public schools and Miami-Dade Community College. In academics, Southridge primarily faces competition from Coral Reef Senior High School, an all magnet high school. Coral Reef actively recruits Southridge potential honors

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

and A.P. students. These students are sent back to Southridge if they fail to maintain a 2.0 G.P.A. Mast and New World, two premier magnet schools, have also taken students from Southridge. This has reduced our enrollment in the fine arts. Another major impact on Southridge is Miami-Dade Community College. Students are provided with the opportunity of academic dual enrollment. Students receive college credit while attending high school. As a direct result, the quality of many Southridge honors and AP programs has been impacted. Finally, our athletes have been recruited from private, religious and magnet schools, and these schools include Christopher Columbus, Gulliver Academy, Archbishop Carrol, Palmer Trinity and Westminster Christian.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Stakeholders at Miami Southridge have input into curricular decisions through the Educational Excellence Advisory Committee, the Department Head Meetings and the Curriculum Council. The EESAC committee has been instrumental in financially supporting the Ninth Grade Dean position. Our principal believes in professional development and supports all of the District's Inservice programs. He hosts parent meetings to inform parents of academic requirements and educational programs that are tailored to students' needs. Moreover, parents are mailed a school newsletter each semester which lists activities and curricular decisions. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to each individual. Finally, our administrative open-door policy allows for parent communication and parent involvement.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Over the past five years Southridge has been challenged by a number of competing schools. Coral Reef Senior High, an all magnet school, and Miami-Dade Community College, a dual enrollment program, are the two most serious threats to the academic programs of our school. Both of these programs actively recruit our brightest students from our feeder pattern even after they are enrolled at Southridge. This drain has a negative effect on our upper level classes. This situation could possibly be beneficial if our total enrollment were decreasing as well. If this were true, we could see a positive effect on total class size, with smaller classes possible across the curriculum. However, our enrollment continues to grow and the population is made up of increasing numbers of less talented students. To keep our academically talented students we have developed a number of academies, already mentioned in other sections of this report, which are designed to compete with these programs. It is our hope that the new 2002 Miami-Dade Community College Dual enrollment vocational completion programs will allow us to keep a greater number of our academically talented students.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

We completed our Southern Association of Colleges and Schools evaluation this past year and the recommendations include: 1) renovate the campus in preparation for "closed campus" 2) upgrade the television broadcasting studio 3) provide additional security personnel, security riding carts and two-way radios and 4) provide additional janitorial personnel and storage. The action plan will include: 1) revisit action plan and modify yearly 2) develop plan for attendance and suspension 3) encourage parental participation in the school 4) share student data 5) implement strategies for reading, organizational and computer skills and 6) address critical thinking and technological skills. The commendations include: 1) reading programs 2) student activities 3) cleanliness of the school and 4) the teachers, students, parents and community have positive view of the school. Our biggest problem is our FCAT reading scores. Our five feeder pattern schools send us students reading below grade level. We have improved reading scores for these students by two reading levels. However, when our students FCAT test, they are still below the state average. Both our math and writing scores are on target with the state. We have addressed our reading issues using: a full-time FCAT paraprofessional who addresses students individually on a pull-out basis; the Region VI Reading Specialist for inservices for teachers; sustained silent reading program; USA Today FCAT lessons across the curriculum and the Accelerated Reader in all language arts classes. Another contributing factor to our low reading scores is our 34 percent mobility rate, which unfortunately we cannot control. On the other hand, our attendance rate is 93.2 percent and we ranked eighth in the county this past school year.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

The attrition rate of our Southridge faculty is minimal. Out of a staff of 203 teachers, we have hired for the 2002-2003 school year, there are eight new core positions for teachers who have vacated or retired; two new counselor positions; four part-time core positions; and our PAC program with shared students of F.I.U. has hired four new teacher positions in math and science. In the ESE Department we have eleven teaching positions for teachers who have vacated or retired. Three percent of our staff hold doctorate degrees; eleven percent have Specialist degrees and thirty-three percent hold Masters degrees. In the 2001-2002 School Climate Survey, 94 percent of our faculty stated that the overall climate at this school was positive and helped students learn. This is a good indication of how our staff perceive their work environment and the job they are doing. We feel that one goal we need to address is better attendance of teachers; we are addressing the issue in a positive manner with the new "Teacher of the Month" recognition.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Miami Southridge is facing challenges to its operation internally and externally. These challenges are: (Internally) absenteeism of faculty is impacting available funds for programs; the high student enrollment is forcing the use of non-classroom space; the high student count combined with a partially closed campus impacts the problem of physically housing students during lunch and between classes. Closed campus is placing a strain on the cleanliness of the learning environment. (Externally) Parent communication needs to be increased to facilitate the flow of knowledge about Southridge's goals and programs in a timely manner, and we need increased community involvement to assist in support of the educational program.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Miami Southridge Senior is instituting programs to address improving FCAT scores and improving the school grade from a C school to a B School. To address this and related issues the following are being implemented: (1) CRISS training to teachers to assist in the improvement of teaching delivery; (2) Across the curriculum CRISS team meetings monthly; (3) establishment of an additional academy to address more 9th and 10th grade remedial student needs; (4) establishment of a Ninth Grade Dean position to deal with the needs of that student population; (5) instituted block scheduling within the 9th grade academies to provide more time for in-depth remediation; (6) the establishment of READ 180 and (7) the establishment of programs which highlight teachers and their accomplishments throughout the curriculum.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Miami Southridge Senior High School has formulated a plan to remedy the challenges to learning. These challenges are: on-going CRISS Training for teachers across the curriculum to improve reading comprehension for all students; teacher involvement in monthly across the curriculum CRISS meetings; incorporate CRISS strategies in 9th and 10th grades across the curriculum; utilize USA Today in 9th and 10th grade classes across the curriculum in conjunction with CRISS strategies; provide professional development for teachers in test taking skills as well as modeling FCAT lessons across the curriculum; explore alternative block scheduling with time for teachers to have collaborative planning within the school day; increase the number of students on the honor roll; maintain lower class size in entry level language arts courses to assist in reading and writing activities; inform students of tutoring opportunities; review policies and procedures in the student handbook by way of grade-level meetings; incorporate two ninth grade academies for our low level incoming freshman as a way to better monitor academic achievement.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Miami Southridge is working towards improvement in the following areas: more teachers CRISS trained; summer planning of the Literacy Board; release time to design FCAT strategies to be used across the curriculum; USA TODAY lesson planning for all teachers who wish to use it as an FCAT tool; block scheduling to enable students and teachers time for in-depth lessons; collaborative planning for teachers and colleagues using scope and sequence of core curriculum; District professional development opportunities for teachers; emphasis of Advanced Placement and Honors courses for students; formulation of an academic committee of teachers; the use of PSAT scores to encourage more students to try the Honors and AP classes; movement toward the use of an electronic grade book.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Miami Southridge has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: better turnaround time in our communications with parents; request funding from the District for additional covered seating to accommodate students at lunch; request from the District for more security personnel to provide adequate supervision; request from the District for more custodial personnel to help with additional number of students throughout the school day; and request from the District for more portables to provide adequate teacher/student ratio.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Miami Southridge Senior High School has formulated a plan to remedy these challenges in organizational processes. Among these are: review and implement all suggestions of the 2002 SACS Committee; provide for teacher inservices on FCAT strategies; provide for teacher inservices on PACES; begin the processes for the electronic grade book; update the web page for Miami Southridge; provide time for collaborative planning; increase the community involvement by increasing Miami-Dade Partners; involvement of the EESAC and PTSA to provide support for 2002-2003 goals.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Senior High Schools)

Enrollment trends in gifted, honors, and Advanced Placement (AP) classes.

The amount of students enrolling in honors and Advanced Placement classes has increased. For example, during the 2001-2002 school year, we had 79 sections of honors and Advanced Placement courses. Currently, we have 84 sections of Honors and Advanced Placement courses.

Passing rate of students on the AP examination.

The passing rate of students on the Advanced Placement examination has increased since 1999. The last three years has been highlighted by a 6.5 percent increase during the 2000 school year where almost 50 percent of the students passed.

Ethnic breakdown of gifted, honors, and AP classes' enrollment as compared to the school's total population.

Overall, the ethnic breakdown of students registered in honors and Advanced Placement courses show fewer African American students (19%) registered in these courses as compared to the school's total population (39%). The other ethnic groups are equally represented in these courses when compared to the entire school's population.

Recruitment procedures in place to address underrepresented groups of students in gifted, honors, and AP classes.

Miami Southridge articulates closely with the entire feeder pattern and promotes its advanced academics program through the vertical teaming process within the feeder pattern. In-house, our advanced academics program is constantly promoting and recruiting in order to increase the participation of underrepresented groups of students.

Support mechanisms in place to assist under-achieving students in gifted, honors, and AP classes.

The National Honor Society provides tutoring to all students before, during lunch, and after school. The media center is available to all of our students early before school and late in the afternoon. In addition, our student services staff is in constant contact with the advanced academic teachers and students in order to provide support.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	9-12	Sep. '96
Competency Based Curriculum (CBC)	9-12	Sep. '93
Comprehensive Reading Plan	9-12	Aug. '97
Sunshine State Standards (SSS)	9-12	Aug. '95
Read 180	9, 10	Aug. '02

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	9-12	Aug. '93
Sunshine State Standards (SSS)	9-12	Aug. '95

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	9-12	Aug. '93
Sunshine State Standards (SSS)	9-12	Sep. '95

Science

PROGRAM	STUDENT LEVEL	DATE INITIATED
Sunshine State Standards (SSS)	9-12	Aug. '93
Competency Based Curriculum (CBC)	9-12	Aug. '93

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Lexia Comprehensive Reading Test	2	Oct. 09, '02
READ 180	6	Aug. 20, '02
CRISS-CROSSING ninth grade grant	6	Apr. 11, '02
Language Arts through ESOL	10	Feb. 07, '02
Informal Reading Inventory	16	Apr. 25, '02
Pacesetter Training	2	Jun. 06, '01
Young Author's Conference	2	Nov. 15, '01
Ninth Grade Reading Course	2	Aug. 28, '02
CRISS Training	48	Apr. 16, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Writing Across the Curriculum Assessment	6	May 22, '01
Feeder Pattern Articulation Workshop in Writing	14	Mar. 22, '01
FCAT Writing	18	Nov. 11, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
The Balanced Assessment High School Workshop	5	Jan. 25, '01
Pacesetter Training	3	Jun. 06, '01
Math and Science Workshop	3	Jan. 10, '01
AP Calculus Training	1	Feb. 21, '02
AP College Board Workshop	2	Aug. 10, '02

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Health and Wellness	3	Nov. 30, '01
Math and Science Workshop	3	Jan. 10, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Advanced Academies Teaching and Learning Conference for English, Math and Social Studies	10	Oct. 22, '01
SAT Prep. Workshop	9	Sep. 10, '01
School-To-Career Internship	2	Oct. 08, '01
Preparing for the E-Future 9th Annual Instructional Tech. Conf.	3	Oct. 11, '01
SECME	5	Sep. 22, '01
Advanced Placement Workshop for New Teachers	2	Jun. 27, '02
AP Workshop	14	Oct. 08, '01
Living Values in Education	2	Jan. 17, '02
Fall Conference HOSA	2	Nov. 13, '01
ITT Workshop	2	Sep. 20, '01
AP College Board Workshops	2	Aug. 10, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC reviewed the school budget and made personnel recommendations.

Training:

The EESAC recommended that the instructional staff participate in in-service activities to incorporate FCAT strategies into the reading curriculum.

Instructional Materials:

The EESAC recommended curriculum materials to be used by faculty and parents to determine which materials would be purchased for the school. We recommended and allocated funds for the expansion of the Accelerated Reader program.

Technology:

The EESAC supported the new CISCO and Dell Academies and recommended curriculum materials to be purchased for the two new READ 180 labs.

Staffing:

The EESAC recommended personnel for exceptional student education positions.

Student Support Services:

The EESAC supported a school reading program to meet the requirements of the state Pupil Progression Plan.

School Safety and Discipline:

The EESAC supports and promotes the student I.D. program.

Other Matters of Resource Allocation:

The EESAC promoted the use of cameras and provided technical expertise.

Benchmarking:

The EESAC supported articulation with the Southridge Feeder Pattern.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
C	C	C	C

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	22	38	92	152
% Making Learning Gains	52	61		113
Adequate Progress of Lowest 25% in the school?	55			55
Total School Grade Points	129	99	92	320

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
2001-2002	254	242	363	47.7
2000-2001	200	194	283	45.2
1999-2000	206	192	287	49.8

School Data Summary: (compare the last 4 years, if available)

ADVANCED PLACEMENT EXAMS

School Year	Unduplicated AP Enrollment	Number of Test Takers	Number of AP Exams	Percent of 3-5 Scores
1998-1999	237	220	360	43.3

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 09

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	1190	269	57	26	12	3	1	1185	260	45	29	19	5	2
2000-2001	1117	269						1124	266					

Grade Level: 10

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	817	290	45	33	16	4	3	818	304	31	27	23	17	3
2000-2001	790	290	45	33	13	4	4	791	312	25	23	29	20	4
1999-2000	814	293	41	39	14	4	2	807	306	28	28	22	18	3
1998-1999	675	296	39	39	15	4	4	680	303	27	30	27	14	1

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 10

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	838	3.9	1	0	3	1	13	12	42	12	11	2	2
2000-2001	818	3.9	1	0	4	6	14	13	29	11	15	3	3
1999-2000	796	4	1	1	4	4	10	11	27	14	19	5	4
1998-1999	748	3.5	3	1	4	7	19	21	30	10	4	2	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	423	4.1	1	0	1	0	9	10	48	14	11	3	3
2000-2001	406	3.9	1	0	2	3	13	13	38	12	15	1	1
1999-2000	396	4.2	1	1	2	3	8	11	27	14	21	7	5
1998-1999	378	3.5	3	1	4	6	22	17	30	9	4	2	1

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	415	3.8	0	1	5	2	17	14	37	9	12	1	1
2000-2001	412	3.9	0	0	6	8	16	14	21	9	15	5	4
1999-2000	400	3.9	2	1	5	5	13	12	26	14	17	3	3
1998-1999	370	3.6	2	2	4	7	15	24	30	11	3	2	1

School Name: Miami Southridge Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2 3

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	(x)	()	()

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 22 percent of students have met the state required mastery level, 52 percent have made annual learning gains and 55 percent out of required 50 percent of students scoring in the lowest 25 percent have made more than annual learning gains. Scores indicate that 45 percent of the students in grade 10 in the lowest 25th percent by grade level have demonstrated acceptable levels of learning gains in reading.

Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 54 percent making annual learning gains, and 56 percent scoring in the lowest 25 percent making annual learning gains as compared to the 2002 FCAT reading test results.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level, if 54 percent make annual learning gains, and if 50 percent scoring in the lowest 25 percent make annual learning gains as compared to the 2002 FCAT reading test results.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
ARONOWITZ, KAREN	JENKINS, RUBY				
ALTER, MIKE	MORRIS, CARZELL J				
BLANCHARD, JUDY	GONZALEZ, GARY				
JEAN-LOUIS, FRANTZ S	PIKE, GAYLE T				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Restructure into career academies by assigning a minimum of four readings per year related to student career interests (both fiction) in all language arts classes and have students present new concepts learned through book reports.	* Assistant Principal of Curriculum	Media Center On-line resources	Aug. '02	Jun. '03
2 . Use USA Today as a Sunshine State Standard strategy tool.	*Ninth grade dean	USA Today subscription	Aug. '02	Jun. '03
3 . Provide in-service for all faculty on SSS strategies to be used across the curriculum.	*Assistant Principal of Curriculum, Literacy Board	SSS Strategies	Sep. '02	Jun. '03
4 . Provide opportunities for teachers to share reading strategies with colleagues.	*Language Arts Department Chairperson	Department Meeting Agenda, Workshop materials	Sep. '02	Jun. '03
5 . Use the Accelerated Reader Program to enhance interest in reading through ESOL.	*Language Arts Department Chairperson	Star Test Accelerated Reader Software Computers in the classroom and in media center	Sep. '02	Jun. '03
6 . Provide faculty in-service in CRISS training.	*Test Chairperson	CRISS manual	Sep. '02	Jun. '03
7 . Communicate with parents on the School Performance Excellence Plan through department newsletters.	*Assistant Principal of Curriculum	Parent Newsletter Parentlink System	Sep. '02	Jun. '03
8 . Provide reading classes for ninth, tenth and eleventh graders.	*Assistant Principal of Curriculum	Master Schedule	Sep. '02	Jun. '03
9 . Use the Read 180 computer lab for 10th graders needing remediation in reading.	*Test Chairperson Assistant Principal of Curriculum	Read 180 Computer Lab	Sep. '02	Jun. '03
10 . Provide 11th grade reading classes for students who have failed the FCAT Reading sections.	*Assistant Principal of Curriculum	Accelerated Reader	Sep. '02	Jun. '03
11 . Provide 12th graders who have not passed the FCAT with a reading pull-out instructor.	*Assistant Principal of Curriculum	Accelerated Reader FCAT Explorer	Sep. '02	Jun. '03
12 . Use the Group Reading Assessment and Diagnostic Evaluation to pre and post-test all 9th and 10th grade students.	*Testing Chairperson	Group Reading Assessment Diagnostic Evaluation	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Southridge Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 1 2

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the October 2001 administration of the district writing pre-test indicated a 2.71 average score and the May post-test showed a 3.73 average score which exceeds the target 10 percent increase. Student scores increased from 2.58 to 3.17 from October 2001 to May 2002. Results of the May 2002 district writing test tally indicate an increase of 40.2 percent of students scoring at a level 4 or above over the October tally, 59.8 percentage points less than desired.

Objective

Given instruction in the Writing Across the Curriculum program, students in grade 10 will demonstrate a 10 percent increase in the average score as measured by the district writing pre-test administered in October 2002 compared to the district post-test administered in May 2003 as documented in departmental scoring reports.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in grade 10 demonstrate a 10 percent increase in the average score as measured by the district writing pre-test and post-test as compared to the 2002 FCAT Writes results.

Evaluation:

This objective will be evaluated by a district writing pre-test compared to a district writing post-test as documented by departmental scoring reports.

SAC members involved in the development of this objective:

Names:	Names:	Names:
BILLY, RICHARD	MORA, ELAINE	
ARONOWITZ, KAREN	MORRIS, CARZELL J	
CROSBY, MARY JO	WEISSINGER, KARLEEN	
JENKINS, RUBY		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Restructure into career academies by developing a career exploratory unit at each grade level culminating in having students write an essay or research paper that identifies their career and life interest.	*Assistant Principal of Curriculum, Career Specialist	CISCO Lab, Dell A+ Lab, Apple Web Design	Sep. '02	Jun. '03
2 . Implement internet access with emphasis on projects to enhance writing skills.	*Language Arts Department Chairperson	Computer Labs, Online projects	Sep. '02	Jun. '03
3 . Provide students with opportunities to use word processing programs which use state-of-the-art operating systems.	*Business Department Chairperson	Business Labs, Apple Web Design, Dell A+ Lab, CISCO	Sep. '02	Jun. '03
4 . Provide inservices in team meetings on CRISS writing strategies.	*Test Chairperson, CRISS Trainer, Literacy Board, TEC Leader	CRISS manual	Sep. '02	Jun. '03
5 . Provide teachers with information on development of rubrics to evaluate student writing across the curriculum.	*Language Arts Department Chairperson, Literacy Board	Writing Rubrics	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Southridge Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1 2

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2001-2002 geometry test indicate that in fall 2001 14.73 percent of students passed the pre-test. Of students enrolled in regular geometry in the spring 2002, 30.4 percent of these students passed the post-test. This represents an increase of 15.67 percent which exceeds the target 10 percent increase. Additionally, of students enrolled in Informal Geometry in the fall 2001 school year 14 percent of these students passed the pre-test. Of students enrolled in Informal Geometry in the spring 2002 school year 28 percent of the students passed the post-test. This represents an increase of 14 percent which exceeds the target 10 percent increase. Scores indicate that 84.4% of the students have not demonstrated acceptable levels of learning gains in regular geometry and 86% have not demonstrated acceptable levels in informal geometry.

Objective

Given instruction using the Sunshine State Standards, students in geometry and informal geometry will increase their mathematics skills as evidenced by a minimum of 20 percent increase on a site-authored pre-test administered in September 2002 compared to a post-test administered in May 2003 as documented in Scantron reports.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students in Geometry and Informal Geometry increase their math skills by 20 percent on a post-test as compared to the scores from the pre-test.

Evaluation:

This objective will be evaluated by a September geometry and informal geometry pre-test and a 20 percent gain in a May geometry and informal geometry post-test.

SAC members involved in the development of this objective:

Names:	Names:	Names:
ALTER, MIKE	PIKE, GAYLE T	
DUBORD, RHONDA	BILLY, RICHARD	
KEY, DEBORAH	MORA, ELAINE	
MORRIS, CARZELL J	WEISSINGER, KATHY	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Restructure into career academies by having students participate in weekly "Math/ Science Application Labs" in which all students in mathematics and science classes focus on the practical use of mathematics/ science concepts in solving problems in the workplace as well as in the community.	*Assistant Principal of Curriculum, Ninth Grade Dean	Math/science application lab, Cisco Academy, Dell A+ Academy	Sep. '02	Jun. '03
2 . Provide students with information about careers which use mathematical skills.	*Career Specialist, Student Services Department	Job applications On-line career research	Sep. '02	Jun. '03
3 . Provide inservice workshops for mathematics teachers on the use of manipulatives.	*Math Department Chairperson	Graphing calculators Geometry Tool Kit	Sep. '02	Jun. '03
4 . Provide opportunities for math teachers to share teaching strategies.	*Math Department Chairperson	Mathematics Best Practices MDCPS Website	Sep. '02	Jun. '03
5 . Provide consistency with math scope and sequence in math courses.	*Math Department Chairperson	Concept Maps	Sep. '02	Jun. '03
6 . Utilize the Compass Learning Lab for grade nine mathematics.	*Alternative Education Department Chairperson	Compass Learning Lab	Sep. '02	Jun. '03
7 . Communicate with parents on the School Performance Excellence Plan to aid in a parent/ student tutorial in math.	*Assistant Principal of Curriculum	Parent newsletter, Parentlink System	Sep. '02	Jun. '03
8 . Identify and schedule eleventh graders into required reading elective.	*Assistant Principal of Curriculum	Reading textbooks Accelerated Reader	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Miami Southridge Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 1

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	()	()	(x)

Needs Assessment

Scores on a 2002 site-authored interpretation of graphs pre- and post-test indicate that five percent of students in Earth Space Science and Biology increased their interpretation of graphs knowledge.

Objective

Given instruction using the Sunshine State Standards, students in Earth Space science and Biology will increase their knowledge of graph readings by 10 percent on a site-authored pre-test administered in September 2002 compared to a post-test administered in May 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 10 percent of Earth Space science and Biology students improve on a site-authored graph reading test as compared to the results of a pre- and post-test.

Evaluation:

This objective will be evaluated by a September graph reading pre-test compared to a May graph reading post-test as documented in Scantron reports.

SAC members involved in the development of this objective:

Names:

Names:

Names:

PIKE, GAYLE T		
MORRIS, CARZELL J		
THWEATT, SUSANNE		
ALTER, MIKE		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Instruct students in the use of science process skills: using resources, gathering and analyzing information, and increasing thinking and communication skills as they relate to real-life situations and support the School-To-Work Initiative.	*Assistant Principal of Curriculum Career Specialist	Science Labs	Sep. '02	Jun. '03
2 . Provide opportunities for science students to hear speakers from a variety of scientific fields, using the School-to-Career components.	*Science Department Chairperson, Career Specialist	On-line Resources	Sep. '02	Jun. '03
3 . Use USA Today as a tool.	*Department Chairperson	USA Today	Sep. '02	Jun. '03
4 . Provide opportunities for science students to participate in a school health fair.	*Science Department Chairperson Health Instructor	Health Fair	Sep. '02	Jun. '03
5 . Use CRISS strategies across the curriculum in science.	*Department Chairperson Literacy Board	CRISS manual Science textbook Science labs	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Miami Southridge Senior High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 5 : Advanced Academics

Aligns with District Goal #: 1

State Goal #: 2 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	()	()	(x)

Needs Assessment

Upon consideration of the identified strengths and OFI'S, the stakeholders of the school recommend: more students need to enroll in A.P. courses as compared to 235 enrolled in 2001-2002 school year.

Objective

Given instruction using the Sunshine State Standards, students will increase their mastery of honors and advanced placement courses as evidenced by an increase of five percent of students enrolling in honors and advanced placement courses when percentages from the 2002-2003 school year are compared to percentages from the 2001-2002 school year and documented by enrollment reports produced by the Office of Information Technology.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 20 percent of students increase their mastery of mathematics in honors and advanced placement classes from the 2002-2003 school year as compared to percentages from the 2001-2002 enrollment reports from the Office of Information Technology.

Evaluation:

This objective will be evaluated by comparing 2001-2002 and 2002-2003 enrollment reports of students in advanced placement calculus classes.

SAC members involved in the development of this objective:

Names:	Names:	Names:
BILLY, RICHARD	MORRIS, CARZELL J	
BUSH, GARY	PIKE, GAYLE T	
JACKSON, IRIS		
JEAN-LOUIS, FRANTZ S		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Instruct AP students in the use of critical thinking skills: using resources, gathering and analyzing information, and increasing communication skills as they relate to real life situations and support the School-to-Career Initiative.	*Assistant Principal of Curriculum, Career Specialist	On-line resources	Sep. '02	Jun. '03
2 . Monitor students in AP classes and provide additional tutoring where needed.	*Assistant Principal of Curriculum, Department Chairpersons, NHS tutoring	Course textbook	Sep. '02	Jun. '03
3 . Use the 5000 Role Model program to promote and recruit minority students to register for Advanced Placement Courses.	*5000 Role Model Coordinator, Student Services	Parent newsletter, 5000 Role Model Meeting Agendas	Sep. '02	Jun. '03
4 . Use the (10th grade)PSAT as a tool to recruit students to take Advanced Placement courses.	*Testing Chairperson	10th grade PSAT results	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.