



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI SOUTHRIDGE SENIOR HIGH SCHOOL

District Name: Dade

Principal: Martin. T. Reid

SAC Chair: Elaine Mora

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**
K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399

VISION/MISSION/BELIEF STATEMENTS

VISION

Miami Southridge is comprised of faculty, students and staff interacting for the well being of each other. We provide the best possible educational experiences for our students and the surrounding community. We believe in the full service high school model which promotes cultural tolerance, civic responsibility, respect and self-worth, all of which prepare students for the new millennium workplace.

MISSION

Miami Southridge Senior High 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 the growth of every member of the school community in an effort to prepare each for a successful future. Together we build for excellence.

SCHOOL PROFILE DEMOGRAPHICS

Miami Southridge Senior High School, located at 19355 Southwest 114th Avenue, southern Miami - Dade County, Florida opened its doors in 1976. . 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. 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. The Norman Gross Wing was built on the northwest part of the building. Additionally, the school has a vocational building, 12 portable buildings on the northeast side, 20 portable buildings on the southeast side of the main building and a 13 room concrete building on the southeast portion of our campus. The utilization percentage is 137 percent and the program capacity is 2727. Renovations of the portables and the main building are constantly being made to accommodate the increasing numbers in student population, which have risen to approximately 3,600 students. Other noteworthy items include: 1) the gymnasium which has been renovated, 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 have been changed and upgraded; 3) lighting fixtures have been retrofitted throughout the school, providing brighter and more energy efficient light; 4) sinks and toilets have been retrofitted with water-conservation equipment, which is another part of the energy conservation project; 5) the first floor of the main building and all hallways on the second & third floors have been newly tiled.

- Miami Southridge is the high school for the largest feeder pattern in Regional Center VI. Seventeen schools, including middle and elementary schools, feed into Southridge Senior. The student population mirrors the community: 50% Hispanic, 39% Black, 8.5 % White; the remaining percentages include Asian, Indian, and multiracial ethnicities.

Student Demographics

- Student mobility index is 35%.

- Forty-seven percent (47%) of the students are eligible for free and reduced lunch, 20% are Students With Disabilities(SWD), and 5% are Limited English Proficient (LEP) students.

- Population by grade levels is 978-9th grade, 986-10th grade, 857-11th grade, 735-12th grade.

- Retention rate: 21.2 %

- Drop-out Rate: 6.9%

Teacher Demographics

- The instructional staff includes 211 teachers: 79 (37 % are white; 63 (30 %) are black; 66 (31 %) are Hispanic; and (1 %) Asian/Indian. In addition, there are 16 paraprofessionals, 21 custodians, four assistant principals and one principal. There are two Reading Coaches, one Math Coach, one Science Coach, and one Data Coach. 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 15 secretaries and clerks. There is one trust counselor, one occupational specialist, two full time and one part time computer specialists, and two media specialists. The audio visual

program utilizes the services of one Audio Visual (AV) specialist. The attrition rate is approximately four % for instructional staff, and instructional staff are certified in their fields.

Name of Teacher Contract Status/Years Teaching

GOODMAN ROBERT PS 36
BURLEY SAMMIE CC 35
BROWN MARY CC 31
BURNSIDE JOHN CC 31
SHAPIRO MICHAEL CC 38
HALL DELORIS CC 38
KOBIN JOAN CC 37
KRUTCHIK JANET CC 38
SMITH CHARMA CC 29
GINSBERG FRANCES CC 41
PERKINS LINDA CC 34
MARTIN DIANA CC 33
MANN ROBIN CC 33
AXELROD AMY CC 27
ALTER MICHAEL CC 33
BULLARD MARY CC 34
MASSI JOSEPH CC 31
HAMMATT BRENDA CC 26
GORDON ROBERT CC 33
PEELER ALAN CC 26
HUNTER BONNIE CC 30
SCHEMER SHARON CC 28
DE LOS REYES TONY PS 07
SEAMANS MARY AC 25
VALENTINE DARSHON AC 21
CRAWFORD WILLIAM CC 30
CARTER MARCIA CC 28
ANDREW GEMMA CC 28
RICHARDSON DOLORES PS 14
BARANTOVICH JOSEPH CC 27
REVILLA MELISSA CC 27
ALVERS STEVEN PS 24
MARTINEZ MARITZA PS 16
VASALLO JOSE PS 16
PEREIRA DAVID PS 22
ZATROCH JOHN PS 24
MAYTA FABIAN AC 13
FABIAN SANDRA PS 24
BEALL ANGELA PS 19
ACHESON JANET PS 22
GONZALEZ ELOINA PS 21
VAN SMITH DIANE PS 20
ELIOT SUSAN PS 20
BUSH GARY PS 20
NAIRN-MONROE CONNIE PS 20

NUSSBAUM SUSAN PS 20
MCCRAY CLIFFORD PS 19
JENKINS RUBY PS 23
LABRIE KIM PS 20
CAMPBELL HOLLY PS 20
JOHNSON TANTRANCE AC 01
HOUSTON JONATHAN PS 14
TYLER TIMOTHY PS 19
JEAN-LOUIS HEATHER PS 19
HART ANITRIS PS 06
GEORGE JOSEPH PS 18
GARCIGA ENRIQUE PS 12
MARTINEZ MARIO AC 01
GILMAN LOUISE PS 12
GONZALEZ ILEANA PS 16
CLAYTON HARVEY PS 15
CORDELL GERALDINE PS 09
POLIZZANO SUSAN AC 03
HUNTER RODNEY PS 11
FERNANDEZ LILLIAN PS 17
MC CRACKINE JOLYNN PS 17
RUIZ-LEGG MARIA PS 12
RAMIREZ MARTA PS 10
BURTH CATHINA PS 11
VELOSA ANA PS 11
MILLER ANGELA PS 08
NEWMAN WILLIAM PS 15
MCGREW-CLARI MICHELLE PS 10
OSWALD EDWARD PS 08
CARTER RONALD AC 01
MONROE DANIEL PS 06
DOSKOW EDWARD PS 12
LEON-MATA VIVIANNA PS 09
LOBECK PAUL PS 09
GARCIA JEANNE PS 12
RAMOS-SIBILA ILIANA PS 08
BENSON GRACE PS 07
DEWITT DEANNA PS 03
BONACOSSA DINA AC 08
DOUCHA SUSAN PS 14
STERENTAL ESTHER PS 14
RAMKHELAWAN LEKHRAM PS 13
UNDERWOOD CHARMAINE PS 13
DELAGUARDIA EYLEEN PS 13
SANTIAGO WILLIAM PS 13
GONZALEZ GLADYS PS 13
CARSON ERIKA PS 09
MCCOY JENNIFER PS 11
LESTER NATALIE PS 11
CARRANZA ANN PS 11
DELVALLE ORESTES AC 07

BARNETT ELIZABETH PS 07
ARONOWITZ KAREN PS 12
MENDEZ DAVID PS 11
LEE DONNA PS 11
FERRUFINO NELIA AC 01
GUEDES OMayra PS 08
CARRANZA CRISTIAN PS 11
SPIRES LISA PS 11
SANT-SLAWSON JENNIFER PS 10
CORTES JOSE PS 11
MCKECHNIE CAROLYN PS 07
OSORIO GUILLERMO PS 10
AGUIRREGAVIRIA MAARTA PS 07
CROW MARK PS 07
DOERPFELD BRITTANY PS 09
ARGUELLO ALEXANDRA PS 05
LLODRA CARLOS PS 08
DOMINGUEZ JENNY PS 08
GODERICH NATALIA PS 09
JOHNSON JANICE PS 06
PEREZ GONZALEZ MIRIAM PS 09
SAUNDERS KAREN PS 04
TORRES DORIS AC 01
SAADIOUI EL HASSAN PS 08
FADELLE ANTHONY AC 05
WILLIAMS KENNETH PS 08
ASTIGARRAGA JOAN PS 08
HOUSTOUN OGDEN PS 07
HOEL ROBERT PS 07
AVELLANEDA HENRY PS 08
FULCHER JOHN AC 07
MILLER AVARITA PS 06
GARCIA BARBARA PS 06
ENGLISH JODI PS 07
CHERRY SEDRIC PS 05
GARCIA YANET PS 05
REVERE REGINALD AC 05
MCKNIGHT DON PS 05
BRYANT JANINE PS 06
DA SILVA TANIA AC 01
WRIGHT RODNEY PS 06
GARCIA JOHANNA AC 01
PEREZ EMILIA PS 06
BOUZA KAUFMAN ANGELA PS 06
MCCRAY ERIN PS 04
TORRES JUSTINA PS 06
ESTEVEZ MARIELA PS 05
DILLON SEAN PS 05
COLBERT ROSEMARY PS 04
CERDA JUAN AC 01
HOLBROOK ANGELA PS 05

JORGE GISELLE PS 05
DELGADO MARTHA PS 05
WILLIAMS DAVID AC 04
MANASCO MICHAEL PS 05
QUINTANA OSVALDO PS 05
LOPEZ ARLEY AC 02
ESQUIJAROSA ALEXIS AC 02
DASILVA SOFIA AC 02
DUGUE DJA PS 04
MORA ANDREW AC 01
ROMAN JAIME PS 04
DUROSEL FIDJI PS 04
COLEMAN GARY AC 03
VALDES CHRISTOPHER PS 04
SHINHOSTER YOLANDA AC 02
OLIVER SHAWNTRICE PS 03
JACKSON ELIZABETH AC 01
HYMAN AMY AC 02
RONDON ELIZABETH AC 01
BROWN CURTIS AC 03
BIMONTE JOSEPH AC 03
FERNANDEZ VIVIAN AC 03
LEE LOLITA AC 03
WONG BRIDGETTE AC 02
SPELL DAVID AC 01
APPEL-RADER MICHELLE AC 01
JONES ANDRENE AC 02
ODOMS NELSON AC 02
POULIN NICOLE AC 02
QUESADA JUAN AC 02
SABORIDO SARA AC 02
RICHARDSON LAKISHA AC 02
MOSCONE TABATHA AC 00
JACKSON ROBBIE AC 01
URTIAGA LEONOR AC 00
KINTIGH DAVID AC 01
ROS YULEIDY AC 01
PADRON RICHARD AC 01
BOATSWAIN ANNETTE AC 01
ZULUETA MELISSA AC 01
BARDUNIAS JOHN AC 01
SIERRAMONTES JULIE AC 01
GARCIA GIOVANNI AC 01
RAMIREZ EDITH AC 01
CARREY JAMES AC 01
BOWERS CARISHA AC 01
SEVILLA MANUEL AC 01
MCFARLAND LATESHIA AC 01
RUSE LODI AC 01
DEHART JENNIFER AC 01
HERNANDEZ-CARIAS INGR AC 01

REYNOLDS MICHAEL AC 01
 CANTAVE RENEE AC 01
 FERNANDEZ EDUARDO AC 01
 LIZ MELONY AC 01
 NICKERSON OMARR AC 01
 CLARINGTON MICHAEL AC 00
 MENDEZ ALMA AC 00
 BERGER MICHELLE ZZ 00
 UNROE ALLISON AC 00
 SOSINSKI MALLORY AC 00

- Instructional Staff's Level of Education: Miami Southridge is pleased to have ten National Board Certified Teachers. The instructional staff educational credentials consist of 35 % with masters degrees, 12 % with specialists degrees, and three % with doctoral degrees.

- Class size/ Teacher-to-Student Ratios
25:1

- Staff attendance rate: 95.4%

- Feeder pattern

The school is in the Southridge Feeder Pattern. Miami Southridge is the high school for the largest feeder pattern in Regional Center VI. Seventeen schools, including middle and elementary schools, feed into the school. The feeder pattern includes a range in terms of the performance levels of the schools on the A+ recognition program.

- Special programs: Miami Southridge is a part of the Secondary School Reform effort and the Small Learning Communities initiative for the district. High Schools that Work is also a program that can be found at the school. There are over 56 service clubs at the school. The school is in the process of converting to an academy model school. The Advanced Placement (AP) Laureate Academy has been in existence for the past four years and has been promoted heavily to assist with the recruitment of the higher performing students who would otherwise attend magnet schools.

- Unique aspects, including strengths and areas of concern:

Miami Southridge is the only neighborhood high school in the area; however, it competes for students with two magnet schools that are within a 2-4 mile radius. Consequently, it is a constant challenge to recruit and keep the higher performing students at the school. Fortunately, the instructional staff is motivated to continue to grow as professionals and to work toward the improvement of instruction for the individual student. The faculty is one of the few faculties that voted to waive contractual teacher rights in order to provide more options for the students in an eight period day schedule. The school also benefits from "I Choose" magnet program and Secondary School Reform funding which helps to provide professional development opportunities for the faculty. The school continues to struggle with the challenge of changing the community's perception of an "F" school.

- Grants awarded to the school: Secondary School Reform Grant; Small Learning

Communities Grant; Food & Nutrition Grant; Qualified Zone Academy Bonds (QZAB) Grant. Advanced Placement Grant

- Title I school status, including whether it is a statewide or targeted Title I school:
N/A

- School Community Partners:

Assurant provides funding for the Honor Roll program for the entire school, as well as supporting a portion of the printing costs of the school's newspaper.

Community Bank hosts the Top 25 Breakfast each year, as well as providing money for the various athletic programs at the school.

Herff Jones sponsors faculty morale boosters.

SCHOOL MATCH

Miami Southridge Senior High is in the process of being matched to Ferguson Senior High School. Ferguson earned a grade of "C" on the A+ Recognition plan. It is similar in size and population to Miami Southridge. Both schools are on an eight period day schedule under the Secondary School Reform initiative and they follow the academy model.

QUALITY STAFF

Highly Qualified Administrators

Principal- Mr. Martin T. Reid is an experienced administrator with over eleven years of administrative experience in both Broward and Dade counties. He has a B. S. in Elementary Education, an M. S. in Educational Leadership and is currently a graduate student at the University of Miami where he is pursuing a Specialist's degree in Reading. Mr. Reid, is certified in Elementary Education and Educational Leadership. He has served as an administrator at the Elementary, Middle and High School levels at the following schools: Pine Ridge Alternative Center, Sunland Park Elementary, Lauderdale Lakes Middle School, Homestead Middle School, Hallandale Adult and Community Center(Alternative High School) and Miami Southridge Senior High School. As an Assistant Principal in Broward County at Lauderdale Lakes Middle school, he was the administrator responsible for the school-wide reading program during the 2001-2002 school year. As a result of his instructional leadership and collaborative problem solving approach, the school moved from a perpetual "D" school to a "C" school. As the principal of Sunland Park Elementary school during the 2003-2004 school year, Mr. Reid's instructional leadership directed the collaborative effort that moved the school from an "F" to a "D" school. As the Principal of Lauderdale Lakes Middle School during the 2005-2006 school year, Mr. Reid's instructional leadership and collaborative leadership style were the key factors in the school's improvement from a "C" school to a "B" school. Mr. Reid has received training in the following topics:"Data Wise"- Harvard University's 2007 Principal's Summer Institute; Florida Performance Measurement System; Classroom Walkthroughs; The Continuous Improvement Model / Eight-Step Instructional Process; Lezzote's Seven Correlates of Highly Effective Schools; Marzano's Nine High Yield Strategies; and Schlecty's Student Engagement Theory.

Assistant Principal of Curriculum- Ms. Michelle Atherley has a B.S. in Science Education and an M. S. in Educational Leadership. Her experience includes 10 years of teaching science at the high school and middle school levels. She was an Assistant Principal at one of the higher performing middle schools in the county- Herbert Ammons A. Middle School, for two years. She is now starting her fifth year at Miami Southridge Senior High and is working closely with the curriculum team to create a successful curriculum plan based on the student data and needs. Ms. Atherley has received training on data-driven instruction, classroom walkthroughs, and differentiated instruction. She has also completed a Reading Leaders Institute. Ms. Atherley has been nominated as Assistant Principal of the Year. She has served on DASA's AP Liaison Committee and has completed the district's Principal Preparation Program.

Assistant Principal- Mr. Paul Cooper

Mr. Cooper has a B.S. in Education and an M.S. in Reading Education. His experience includes 10 years as an instructor and he is in his 23rd year as an administrator. Mr. Cooper works on maintaining the school facility, construction projects, capital improvements, school safety and crisis management, student behavior and school discipline and supervision of the school's athletic program. Mr. Cooper begins his 30th year at Miami Southridge Senior High.

Assistant Principal- Ms. Shannon Gottardi

Ms. Gottardi has a B.S. in Psychology and an M.S. in Educational Leadership. She has been an educator for 13 1/2 years with Miami-Dade County Public Schools. Her experience includes 9 years teaching science at the high school and middle school levels; she has been an Assistant Principal for 4 1/2 years at the high school level.

Assistant Principal- Mr. Miguel Veloso

Mr. Veloso has a B.S. in Anthropology & Sociology and an M.S. in Educational Leadership. He also has State Certification in Middle Grades Science and Social Science. His experience includes 8 years of teaching science and social studies at the high school and middle school levels. He is going into his fifth year as an Assistant Principal. He served three years at American Senior and is going into his second year at Miami Southridge Senior. He was a teacher at Herbert A. Ammons Middle School and Felix Varela Senior High School. Mr. Veloso oversees personnel, SPED, and Internal Funds. His goal is to increase participation in inclusion classes and increase the achievement level in all grade levels.

Recruitment/Retention of Highly Qualified Teachers

Miami Southridge Senior High actively participates in providing internships and field observation opportunities for education majors from Miami-Dade College, University of Miami, and Florida International University. The administration then actively pursues the hiring of the higher performing interns. The administration also attends the job recruitment fairs in an effort to hire the best candidates possible.

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local and out-of state colleges and universities. Alternative methods are used such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and improving communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers, and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

The school's Data Analysis Team is comprised of the Principal, the Assistant Principals, Data Coach, Reading Coach, Math Coach, Science Coach, Media Specialist, SLC Coordinator, and Social Studies Department Chair. Along with the Leadership team, the Data Analysis team will implement the school-wide improvement model which is the Florida Continuous Improvement Model. This encompasses the following components:

Data/test scores disaggregation- Leadership and Data Analysis Team will disaggregate the 2007 FCAT data and diagnostic tests to identify areas of deficiencies and to target needs of individual students.

Mini/biweekly assessment scores will be analyzed by the teachers, grade level chairpersons and students to determine the need for reteaching, remediation, intervention, and/or enrichment.

Ongoing informal and formal assessments will be given to monitor individual student progress and mastery of the Sunshine State Standards. As per the Continuous Improvement Model, the data collected will be used to make decisions regarding any necessary instructional changes and/or interventions.

By following the Florida Continuous Improvement Model (FCIM), the school's leaders will be able to monitor student progress and provide guidance as the curriculum leaders work with the teachers to adjust focus calendars as needed. Data chats will be held with the students as results are compiled for each of the data points. Additionally, informed decisions regarding teaching and learning can be made as well as the selection of appropriate professional development opportunities for the instructional staff.

The core content area departments completed curriculum planning and developed instructional focus calendars that were aligned to bi-weekly assessments. The coaches and administrative teams will monitor the implementation of the plan and provide support as necessary. Students who did not master the benchmarks will be retaught and given another assessment to see if the student has reached mastery.

Communication with Parents

A parent/student handbook is located in the student agendas which are distributed to the students on the first day of school. Within that communique, the parent can view the policies and procedures for the school.

The school's activities calendar is updated and available daily on the school's website

Interim Progress reports and report cards are sent home quarterly. Additionally, the parents have the ability to log on to the school's website and access the parent grade viewer. This allows the parent to see his/her child's grades from the respective teacher's gradebook.

The District communicated to parents the school's status in more than one language including three NCLB Public School Parental Choice options.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Teacher Mentoring

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Program held for five days prior to the start of the school year. Miami Southridge Senior High's mentoring program is spearheaded by the Assistant Principal of Curriculum (APC) who will arrange for workshops on brain-based research and technology usage at the school site on the first days of employment at the school. Additionally, the APC will meet with the new teachers bi-weekly at the professional development meetings where best practices will be shared, questions answered and guidance provided regarding instructional strategies. Mentor teachers will be assigned to each new teacher.

The teachers new to the building and the district will be supported and guided through the MINT program. The new teachers will be monitored by a master teacher who is released for a period each day to work with the new educators. Department chairs and coaches will also provide support to the new teachers.

The school site will identify school based mentors for each new teacher and for teachers in need of assistance. The Office of Professional Development will assist with mentor training and follow-up. Mentor Teachers are either MINT trained teachers, teachers with Professional Growth Team training, or National Board Certified Teachers. Mentors must commit to one hour twice per month (every other Monday) to attend the professional development sessions with their mentee and to hold candid discussions on best practices.

It is preferred that each mentor be paired with only one new teacher; however, when necessary one mentor may be assigned up to two new teachers. The mentees will be compensated at their hourly rate to remain twice per month. The MINT trained teachers receive \$500.00 per mentee. In addition, substitute funding will be made available for release time for both mentor and mentee to work with each other within their respective classrooms.

The mentor level teachers will assist with the planning and coordination of the professional development. They will also communicate with the Professional Development (PD) Liaison and the APC as they note the need for a particular learning opportunity to ensure effective planning and delivery of instruction to meet the needs of the students. Mentors will also model lessons and/or refer mentees to coaches on staff for specific needs.

The teachers new to the building will become members of the Ridge Rookie Club and will also have moral support and guidance from the Activities Director and Grade Book Manager.

Mentor Certification

Frances Ginsberg English 6-12

Robert Hoel Rdg/ SS 6-12

S.Nussbaum Mathematics 6-12

Cris Carranza Biology 6-12

Ana Carranza Bus. Educ. 6-12

Ruby Jenkins English 6-12

Vivianna Leon-Mata Reading K-12

Jody McCrackine Reading K-12

Joseph George Mathematics 6-12

Yanet Garcia Mathematics 6-12

Giselle Marie Jorge Biology 6-12

Cathina Burth Mathematics 6-12
Charmaine Underwood Reading K-12/ESE
Omayra Guedes ESE
Mary Seamans Language Arts
Lillian Fernandez-Wethy ESE
Sharon Schemer ESE/ Language Arts 6-12

Mentee Mentee Teaching Assignment

Lindo, Cheryl N. Language Arts
Lewin, Terita SS/Leadership
Delgado, Rogelio Algebra I
Sosinski, Mallory ESE/ Science
Stewart, Saran Language Arts
Berger, Michelle I. Reading
Oliver, Shawntrice I. Reading
Moscone, Tabitha Geom./Analysis & Functions
Mendez, Manuel ESE/MA
Delgado, Rogelio Algebra I
Nettles, Alan H. Freshmen Experience
Padron, Jennifer ESE/LA
Mendez, Alma Eng IV
Zamora, Amarilis ESE/TMH
Ferguson-Wilson, C ESE/LA

Extended Learning Opportunities

Miami Southridge Senior High School will offer a wide array of additional extended learning opportunities for all students. Special tutorial programs to address the needs of each subgroup will take place during lunches, after school and on Saturdays. Through these extended learning opportunities, student achievement levels will increase. These programs will be evaluated based in the achievement levels of the 2008 administration of the FCAT and the results of the bi-weekly mini-assessments.

- During both lunches students can report to RM 185 to receive assistance on classwork and home learning assignments courtesy of the National Honor Society.
- FCAT tutoring on the benchmarks being taught during the school day will be offered Mondays through Thursdays for an hour after school in the ninth period class by Reading and Math teachers.
- Saturday School tutoring on mathematics, reading and science benchmarks from 8am to 11 am.
- Limited English Proficient (LEP) tutoring will be available in Reading, Mathematics, Science, and Social Studies for all LEP students.
- Advanced Placement (AP) students will receive preparation for their respective AP exams on a weekly basis. Each AP teacher will tutor once per week for one hour after school.
- Honors students will receive tutoring in the form of enrichment activities to enhance their performance in the honors courses in question.
- During ninth period the Lower 25th percentile will receive assistance by reporting to the Media Center where reading teachers will target individual needs utilizing the Reading Coach Buckle Down, the FCAT Explorer and Florida Achieves.
- Eleventh graders will receive tutoring on the annually assessed science benchmarks twice per week during the ninth period. The instructional program developed by the Science Coach will be followed by the tutors and Gizmos will be utilized as well.
- Inclusion support specialists will offer tutoring to the Special Education students during ninth period in reading and mathematics.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Miami Southridge Senior High recognizes that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their own instructional styles, teachers are offered a variety of professional development opportunities. This year teachers will attend professional development sessions as listed below.

Data Disaggregation/ Instructional Focus Adjustment

July 30 & 31

Oct 23

Nov. 15

Dec. 12

Jan. 29

Feb. 12

Nov. 20

Apr. 29
Edusoft Training
Aug. 28
Sept. 11
Professional Development Plan completion
Aug 28
Sept. 11
Feb. 12
Data Point Review
Sept. 11
Oct 23
Nov. 15/ Int. A
Dec. 12
Jan. 29
Feb. 12/ Int. A
Nov. 20
Apr. 29/ Int. A
Writing Across the Curriculum
Sept. 27
Oct. 9
Nov. 15
Jan. 9
Jan. 31
Science- Problem Solving
Oct 23
Jan. 9
Feb. 21
Technology
Grade Book/E-mail/Phone Systems/ Content Area Programs
Aug 14 & 15
Apr. 17
FCAT Proctor Training
Jan. 31
Mar. 11
Words & Phrases
Sept. 25
Sept. 27
Main Idea/Purpose
Nov 6
Nov. 15
Comparisons
Dec. 4
Dec. 12
Reference Research
Nov. 20
Dec. 4
School Procedures Meeting
Aug. 17/Opening Procedures
Dec. 18/ Midyear Procedures
Jan. 29/ Subj. selection
May 8/ Review of Curriculum & Strategies

May 13/ End of Year Procedures

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

In July, representatives from the major departments worked on disaggregating the data. The principal reviewed and analyzed the 2007 FCAT data results with the faculty. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss bi-weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

As soon as the results of the district's Interim Assessments are available, each grade level team will meet to discuss data results and to make necessary curricular adjustments.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

FCAT Assessments- March 2008

District Interim Assessments- October, January, April

FCIM Benchmark Mini-Assessments- on-going

Classroom Assessments- on-going

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

One on one individual teacher instruction

Small group instruction

Peer tutoring

Cooperative Learning Groups

Hands-on Instructional activities

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Parental Access and Support

Applied and Integrated Courses

Academic and Career Planning

Different Innovative Approaches to Instruction

See Reading and Mathematics SIP Goals

Responsibility of Teaching Reading for Every Teacher

See School Wide Improvement Model under CRP Related Items under Additional Requirements.

Quality Professional Development for Teachers and Leaders

Professional Development is offered for all faculty and staff through State, District, and School level. See separate Staff Development Plan for the 2007-2008 School Year.

Small Learning Communities (SLC)

EWMS effectively implements Small Learning Communities through the FCIM, Teacher Aide working with small groups of students in reading and math. Also see Staff Development Plan for 2007-2008 school year.

Intensive Intervention in Reading and Mathematics

Double block reading for all students scoring level 1 or 2 on the FCAT in reading including 25 minutes of Success Maker daily. EWMS works provides extra instruction for lower performing mathematics students using small group learning communities and success maker math. Success Maker after school program.

Course Choice Based on Student Goals / Interests / Talent

Students scores and interest survey, including course request, IEP's, and GEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs

Ernest Ward Middle school uses date from FCAT, NRT, and Registration Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support

The parents at EWMS are encouraged to stay involved in their child(s) education. Through the school web site EWMS offers a monthly school calendar, CIM instructional calendar, and homework site containing a two week (past/current) view of homework. The parents and community continues to provide a strong support for our school and community.

Applied and Integrated Courses

EWMS offers courses in Work Force Education in the areas of Agricultural, Technology Education, Business Technology, and Family and Consumer Science. Sixth graders who choose to take applied

course will take a Career Wheel Course covering each of the areas for nine weeks. In the seventh grade, the students will be allowed to choose a career path that will allow a smooth transition into Northview High School or West Florida High School of Advance Technology and hopefully resulting in the increase number of scholarship opportunities. EWMS hold a Career Fair yearly.

Academic and Career Planning

All eighth graders will take a semester course “Orientation to Careers” through the Applied Technology.

GOALS

Goal:	Reading
--------------	---------

Needs Assessment Based on the 2007 FCAT Reading Performance data, the following is evident: 17% of students in grades 9-10 met high standards, 37% made learning gains, and 45% of the lowest 25% made adequate yearly learning gains. After further study and analysis, it was found that 83% of 9th and 10th grade students scored below the accepted proficiency rate, meaning they scored at Level 1 or 2. This indicates that further intensive intervention is required with a broadening of the criteria used to place students in intensive classes. Work must be done to increase the level of the lowest 25% in making gains while keeping our high performing students on the path to increasing learning gains and achievement levels.

None of the tested subgroups met Adequate Yearly Progress. They are as follows; White, African-American, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

Objective

Given instruction based on the Sunshine State Standards, all students in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, white students in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 9-10 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Strategies

Implement, with fidelity, and monitor the Comprehensive Research Reading Plan (CRRP) K-12 as written by the District and approved by the State. Students in Intensive reading classes in the 9th-10th grades and 11th-12th grade re-takers receive a 90 minute block of reading every other day using the Source Book by Great Source. Furthermore, students in 9th-12th who require more intervention with a specific focus on Phonemic awareness and phonics will receive a 90- minute block of time daily with specific instruction in reading using the Language! Program by Sopris West.

Place All ninth and tenth grade students scoring a Level 1 or Level 2 will be placed in an Intensive Reading Class.

Place all 11th-12th grade students not passing the FCAT in an Intensive Reading Class.

Develop, with help of the District and Region, curriculum maps, a benchmark calendar, and daily lesson plans aligned with the tested benchmarks and utilizing State required curriculum.

Administer tri-weekly benchmark assessments utilizing Florida Achieves and align to Region lesson plans and benchmark calendar.

Administer State mandated progress monitoring tool the Oral Reading Fluency (ORF), three times a year. (This will be done by the classroom teacher in order to be used to direct instruction and intervention in the classroom).

Utilize help from CORE to monitor reading classes and provide feedback with modeling.

Provide CRISS training for new teachers.

Use pull out program with bubble kids utilizing SPI (Student Performance Indicator) information to target specific clusters and skills of individual students.

Color code individual data using the tri-weekly assessments in order to continuously improve teaching and form Differentiated Instruction groups.

Utilize READ 180 for Students With Disabilities (SWD) in the 9th grade.

Give English Language learners access to Read On!

Utilize Reading Plus for the 9th graders through their Freshmen Experience classes.

Provide after school tutoring as well as Saturday School all year to all grade levels focusing on specific clusters and skills.

Provide all teachers with the benchmark and strategy calendar in order to align instruction.

Incorporate Accelerated Reader (AR) throughout the school in order to increase book circulation and encourage independent reading.

Coordinate and monitor grade level team meetings weekly to discuss data results and implementation of lesson plans.

Develop a self-monitoring tool for progression on tri-weekly assessments, ORF, Interim Assessments and FCAT.

Receive curricular and professional development support and monitoring from the Regional Center as a part of the Facilitating Academic Success Together

(FAST) program.

Evaluation

Summative Tests:
 2008 FCAT
 2008 Norm-Referenced Test (NRT)
 Formative Tests:
 Tri-weekly assessments
 ORF (Oral Reading Fluency)- three times a year
 Interim assessments- three times a year
 Diagnostic Assessment of Reading (DAR)- as needed indicated by students not making progress
 Language!- progress indicator tests administered at intervals
 READ 180- progress indicator tests are administered and selected by individual student progress

Research-based Programs

- Comprehensive Research Reading Plan (CRRP)
- Reading Plus- bought by the Region
- Read On- \$6,000
- Read 180- ESE paid for it
- Language!- District paid for it
- Source Book- \$30,000
- CRISS- \$6,500
- CORE
- Accelerated Reader (AR)

Professional Development

- CRISS
- Language!
- READ 180
- Reading Plus
- CRRP
- ORF
- Instructional Framework training
- FCAT Chat
- SPI
- Edusoft
- Snapshot
- Benchmark and strategy calendar using Item Specifications from the state
- Differentiated Instruction
- Data interpretation and color coding
- Lessons learned using FCAT info
- FCAT Explorer and Florida Achieves

Highly Qualified Instructors

Marco Miranda, Beginning Teacher
 Shawntice Oilver, Beginning Teacher
 Mallory Sosinki, Beginning Teacher

These teachers will be provided with professional development on instructional strategies in Reading and they will also partake in other schoolwide professional development sessions. Additionally, the teachers will be reminded of the need to complete the certification requirements as listed on their individual statements of eligibility. Furthermore, the teachers will be sent information on courses being offered via Miami-Dade County Public School's professional development calendar. The teachers will also receive support and guidance from the reading coaches at the school.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	•Comprehensive Research Reading Plan (CRRP) •Reading Plus-bought by the Region •Read On •Read 180 •Language! •Source Book •CRISS .Rewards	Regional Center District IDEA Funds Principal's budget	47500
Technology	Two laptop carts	Principal's funds	35000
Professional Development	Training on Reading programs Benchmark Training Monthly Mentoring Professional Development	Provided by the Vendor as a part of the contract SLC Grant SSR Grant SSR Grant	38640
Other	Two Reading Coaches	District	120000
Total:			\$241,140.00

Goal:	Mathematics
--------------	-------------

Needs Assessment Results of the 2007 FCAT Mathematics test indicate the 43 % of the students have met the state required mastery level and that 59 % have made learning gains. The African -American subgroup scored 30 percentage points below the required 56 % to be at or below grade level. The Hispanic subgroup scored 19 percentage points below the required 56 % to be at or below grade level. The Economically Disadvantaged subgroup scored 22 percentage points below the required 56 % to be at or below grade level. The Limited English Proficient subgroup scored 37 percentage points below the required 56 % to be at or below grade level. The Students with Disabilities subgroup scored 44 percentage points below the required 56 % to be at or below grade level.

Of the content clusters, all areas are in need of improvement. Ninth grade students achieved the following mean scores: 38 % in Number Sense; 43 % in Measurement; 36 % in Geometry; 40 % in Algebraic Thinking; and 38 % in Data Analysis. Tenth grade students achieved the following mean scores: 36 % in Number Sense; 30 % in Measurement; 21 % in Geometry; 36 % in Algebraic Thinking; and 27 % in Data Analysis.

Objective

Given instruction based on the Sunshine States Standards, ninth and tenth grade students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, white students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, African-American students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, Asian students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, Economically

Disadvantaged students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine States Standards, Students with Disabilities students will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Strategies

Administer tri-weekly assessment based on the benchmarks addressed on the Instructional Focus Calendar and the Pacing Guides provided by the Region and District.

Use the results of the tri-weekly assessments to determine the differentiated instruction needed to increase student achievement.

Provide professional development and training on strategies that will facilitate differentiated instruction in math.

Provide time for teacher collaboration to discuss data trends and make adjustments that will help improve student achievement.

Integrate and increase the use of technology in the classroom by having students use the Computer Lab weekly to work on such programs as Cognitive Tutor, Geometer's Sketch Pad, Gizmos, and FCAT Explorer.

Continue to provide after school and Saturday school tutoring to students in need of additional FCAT math help offering new incentives for attending.

Develop a self-monitoring tool for progress on tri-weekly assessments, Interim Assessments and FCAT.

Receive curricular and professional development support and monitoring from the Regional Center as a part of the Facilitating Academic Success Together (FAST) program.

Evaluation

Formative Assessments

Pre and Post Tests

Chapter Tests and Quizzes

Journal Writings

Tri-weekly Assessments

Interim Assessments

Mid-Term and Final exams

Summative Assessment

2008 FCAT Mathematics test

Research-based Programs

State Adopted Textbooks

Cognitive Tutor

Professional Development Cognitive Tutor
Differentiated Instruction
Edusoft
FCAT Explorer
Geometer's Sketch Pad
Gizmos-
Graphing Calculators

Highly Qualified Instructors Manuel Mendez, Beginning Teacher
The teacher will be provided with professional development on instructional strategies in Math and he will also partake in other schoolwide professional development sessions. Additionally, the teacher will be reminded of the need to complete the certification requirements as listed on his individual statement of eligibility. Furthermore, the teacher will be sent information on courses being offered via Miami-Dade County Public School's professional development calendar. The teacher will also receive support and guidance from the math coach at the school.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	State Adopted Textbooks Cognitive Tutor	Principal's budget	50000
Technology	Cognitive Tutor Geometer's Sketch Pad Gizmos Graphing Calculators	Principal's budget "I Choose" Grant	7500
Professional Development	Cognitive Tutor Differentiated Instruction Edusoft FCAT Explorer Geometer's Sketch Pad Gizmos- Graphing Calculators Benchmark Training	Services provided in vendor contract SSR Grant SLC Grant	8400
Other	Math Coach	Regional Center	60000
Total:			\$125,900.00

Goal:	Writing
--------------	---------

Needs Assessment Seventy-nine % of tenth grade students achieved high standards on 2007 FCAT Writing+ by making a 3.5+, a twelve % gain over the previous year's sixty-seven % performance. Seventy-four % made 3.5+ on the expository prompt and seventy-three % made 3.5+ on the persuasive prompt. If the multiple choice section of FCAT Writing+ had been a determining factor, approximately thirty % of tenth graders would have made an acceptable score. Therefore, not only does attention need to be paid to both the expository and the persuasive prompts, but focus must also be placed on acquiring the skills to adequately handle the multiple choice section of the test.

Objective Given instruction based on Sunshine State Standards, students in the tenth grade will improve their writing skills as evidenced by an increase of one percentage point in the number of the students achieving high standards on the 2008 Administration of the FCAT Writing+.

Strategies Utilize writing strategies to enhance student voice, vocabulary use, and sensory details.
 Use results of each month's unified prompt to establish instructional focus.
 Develop a progress monitoring tool to be used by instructors.
 Develop a self-monitoring tool to be used by students.
 Reinforce six traits of writing through various instructional techniques and student-used strategies.
 Build an instructional foundation by introducing students to the rubric, writing test format, each step of the writing process, and characteristics of good writing.

Provide additional opportunities for skill-building through writing lab classes and the writing lab itself (open during lunch and directly after school).
 Student writing workshops, facilitated by in-house and district personnel, will be provided.

Provide professional development designed to increase teachers' knowledge of and abilities to teach the writing process.

Provide opportunities for teacher collaboration in order to review student work/data and to develop/periodically reevaluate instructional focus plans.

Promote school-wide adherence to the Spartan Writing Plan.

Provide entire faculty with in-house training via workshops, informational handouts, and disseminated PowerPoint presentations.

Designated personnel will work with non-English faculty to develop lessons designed to enhance students' writing skills.

Establish a writing instructional focus calendar.

Receive curricular and professional development support and monitoring from the Regional Center as a part of the Facilitating Academic Success Together (FAST) program.

Evaluation Formative Assessment –

- An initial diagnostic prompt will be administered.
 - The diagnostic prompt will be followed by monthly prompts. Monthly prompts are unified. That is, the same prompts are used by every tenth grade English class and, therefore, will provide a means of assessment that can be used for departmental planning.
 - District's pre and post tests will be administered at the scheduled times.
 - Portfolios will be routinely reviewed.
- Summative Assessment –
- 2008 FCAT Writing+

Research-based Programs

- Holt, Rinehart & Winston Essay Program
- 6 + 1 Writing Traits
- Prentice Hall Series
- Florida's released anchor papers

Professional Development

- Using Technology to Enhance the Spartan Writing Plan
 - 6 + 1 Writing Traits
 - Using Anchor Papers as Teaching Tools
 - Simple Proven Strategies that Improve Student Writing
 - Sharing Best Practices
 - Using Data and Student Work as Planning Tools
 - Holistic Scoring Based on Florida's Rubric
 - Teaching the Expository/Persuasive Essay
 - Easy and Effective Methods of Progress Monitoring
 - Unpacking the Writing and Assessed Benchmarks.
-

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Holt, Rinehart & Winston Essay Program 6 + 1 Writing Traits Prentice Hall Series Florida's released anchor papers	SSR Grant- purchased in previous year	10000
Technology	Sixty computers	ESOL Grant	60000
Professional Development	Using Technology to Enhance the Spartan Writing Plan 6 + 1 Writing Traits Using Anchor Papers as Teaching Tools Simple Proven Strategies that Improve Student Writing Sharing Best Practices Using Data and Student Work as Planning Tools Holistic Scoring Based on Florida's Rubric Teaching the Expository/Persuasive Essay Easy and Effective Methods of Progress Monitoring Unpacking the Writing and Assessed Benchmarks.	In house training SLC Grant SSR Grant	8400
Other			0
Total:			\$78,400.00

Goal:	Science
--------------	---------

Needs Assessment Results of the 2007 Science FCAT test indicate that the mean scale score dropped by one point from the previous year to a score of 281. Although Miami Southridge matched the District's average in the mean points earned by content area, it is apparent that the areas of concern were Physical and Chemical Sciences, as well as Life and Environmental Sciences. Twenty- two % of the students that tested scored at a Level 3 or higher on the 2007 administration of the Science FCAT test.

Objective Given instruction based in the Sunshine State standards eleventh grade students will improve their Science skills as evidenced by 51 % of the students scoring a level three or higher on the 2008 administration of the FCAT Science test.

Strategies

Create an Instructional Focus calendar that will be implemented with fidelity.
 Create and administer tri-weekly assessments that will mirror the Instructional Focus calendar plan.
 Use CRISS strategies across the curriculum in science.
 Implement the Science Word of the Day for FCAT Success in every classroom.
 Enroll all 11th grade students in a science class (Integrated Science)
 Align the Pacing Guide for Earth/Space, Biology, Chemistry, and Integrated Science with the benchmarks.
 Introduce the new Science FCAT prep class, "Integrated Science" to all Physical Science students.
 Align the Pacing Guide for Chemistry, Anatomy, Marine Biology, and all AP electives with the AA benchmarks through the use of the 11th Grade Lesson Plan Document, Prepared Power Points and Required Lab Document for each subject area.

- Increase labs and hands on activities to at least one laboratory activity per week in all science classes thru the development of the lab prep class, which is designed to support teachers by gathering required lab materials for them in lab carts before lab day.

Offer FCAT tutoring after school
 Train all science teachers on FCAT strands within each discipline and on the AA benchmarks.
 Train all science teachers in the use of LCD projectors, power point, Explore learning Gizmos, Computer on Wheels, and provide technical support when needed.
 Provide Intense FCAT review of the Annually Assessed (AA) benchmarks for two months prior to the FCAT test.
 Utilize FCAT prep books from Glencoe and Prentice Hall throughout the year.
 Reward students who participate in FCAT tutoring with extra credit and advertise and reward students who pass the Science FCAT test.
 Assign teachers based on data results of 2007 FCAT administration for the

11th grade science classes. Criteria: certification, experience, base knowledge of subject, lab proficiency, and willingness to be a team player to increase student achievement.

Increase teacher professional development, administrative presence, and teacher support through the implementation of a Science Coach.

Provide coaching and modeling of lessons for all Science teachers via the newly hired Science Coach.

Receive curricular and professional development support and monitoring from the Regional Center as a part of the Facilitating Academic Success Together (FAST) program.

Evaluation The objective will be evaluated by the results of the 2008 FCAT Science Test. Other evaluations to be used will be the Interim District approved Assessments and departmental midterm and final examinations

Research-based Programs

- State adopted science texts from Prentice Hall, Glencoe and Holt publishing.
- FCAT prep books from Glencoe and Prentice Hall.
- Explore Learning Gizmos.

Professional Development

- District training on the implementation of the Lesson Plans for 11th Grade Science.
- District training on the implementation of the pacing guide and ISS document for the Integrated Science class for 11th graders.
- Explore learning Gizmo workshops.
- Training on Item Specs and benchmark practice questions and strategies.
- CRISS workshops
- Training on LCD projectors, Computer on Wheels cart and power point.
- SPI training.

Highly Qualified Instructors Karen A. Saunders
The teachers will be reminded of the need to complete the certification requirements as listed on their individual statements of eligibility. Furthermore, the teachers will be sent information on courses in Science that are being offered via Miami-Dade County Public School's professional development calendar.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	State adopted science texts from Prentice Hall, Glencoe and Holt publishing. FCAT prep books from Glencoe and Prentice Hall. Explore Learning Gizmos.	SSR Grant	62500
Technology	Gizmos	Regional Center- purchased in prior year	0
Professional Development	Science Annually Assessed Benchmarks Problem Solving	SLC Grant	8400
Other	Science Coach	Regional Center	60000
Total:			\$130,900.00

Goal:	Parental Involvement
--------------	----------------------

Needs Assessment The community surrounding Miami Southridge offers unique challenges regarding parental involvement. A majority of the Miami Southridge parents are employed as blue collar workers, working long hours and frequently multiple jobs. With the sharp rise in both housing and insurance costs, a majority of the school's parents cannot afford to take off from work to volunteer at the school. In addition, the number of parents who do not speak English as a first language is growing, increasing the barrier to school involvement. Beyond that, highly involved parents in the community choose one of two neighboring magnet schools. Southridge must focus on increasing involvement with parents who have limited time to participate in school activities. Southridge must also change its negative image in the community by showcasing the achievements of both the students and staff.

Objective Parents will demonstrate knowledge of intervention and resources provided to assist students in reading, mathematics, writing, and science. Overall parental involvement will increase by 50%.

Strategies

- Advertise the need for PTSA members and volunteers at school activities and athletic events
- Plan Bilingual Outreach programs during PTSA meetings
- Provide Parent Internet Viewer training during Open House
- Announce PTSA meetings on the website, on WSHR, in the Neighbors section of the Miami Herald, via ConnectEd, in the Cutler Bay Newsletter and, in the Principal's Newsletter
- Increase parental involvement by utilizing the Parent Academy and the Parent Resource Center
- Use ConnectEd to notify the community of activities at the school
- Provide recognition ceremonies for the volunteers and PTSA members
- Increase the amount of informational literature sent home to the parents
- Distribute academy brochures throughout the community
- Encourage greater parental participation in the Education Educational Excellence School Advisory Council during the opening of school events
- Strengthen a positive educational partnership between the 9th grade parents, the 9th grade academy teachers, and the 9th grade dean
- Post announcements in neighborhood stores
- Coordinate Parent/Teacher conference nights
- Advertise and plan Freshmen Orientation
- Implement Meet & Greet the Principal
- Attend the PTSA meetings of feeder pattern middle schools and promote Southridge (speak about the various programs being offered at the school).

Other means of communication

- A parent/student handbook located in the student agendas
- Activities calendar updated and available daily on the school's website
- Interim Progress reports and report cards sent home quarterly
- The District communicated to parents the school's status in more than one language including three NCLB Public School Parental Choice options.

Evaluation	Parent surveys from Literacy Fairs and Parent-Teacher Conference Nights will show satisfactory rating of parent knowledge and all other school-related activities will show an increase in parental involvement.
Research-based Programs	National Parent Teacher Student Association (NPTSA)
Professional Development	Parents will receive monthly professional development on the National Network of Partnering Schools at Parent -Teacher -Student Association Meetings.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Agendas Brochure Banner	SLC Grant	25600
Technology	Parent Gradeviewer	Purchased in prior year	0
Professional Development	Monthly professional development sessions at PTSA meetings	No cost	0
Other			0
Total:			\$25,600.00

Goal:	Return on Investment
--------------	----------------------

Needs Assessment The most recent publication of the ROI indicates that Miami Southridge Senior High ranked at the 47th percentile.

Objective Miami Southridge Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 41st percentile in the last publication to the 42nd percentile in the next publication of the index.

Strategies Strategies to improve learning gains:

- Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.
- Identify lowest quartile students early and provide additional assistance.
- Provide strategies to parents for their student's academic improvement.
- Continue to provide high quality teacher professional development and monitor its implementation.

Strategies to lower the cost per weighted full time equivalent (FTE) student:

- Reallocate school resources to better implement teaching, learning and class-size mandates (e.g., combine teacher aide positions into a teacher position)
- Purchase research-based materials and utilize the district warehouse for materials and supplies.
- Use purchased programs with fidelity and increase student participation.
- Increase participation the programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.
- Utilize school and district in-service training.

Evaluation On the next State of Florida ROI index publication, Miami Southridge Senior High School will show progress toward reaching the 48th percentile.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The EESAC is involved in the School Improvement Process and in supporting the academic and safety initiatives of the school. The EESAC meets the first Wednesday of each month and decisions are made as to the avenues that the EESAC will pursue to assist the principal as he works towards achieving the school's vision and mission.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	<p>Reading: •Comprehensive Research Reading Plan (CRRP)</p> <ul style="list-style-type: none"> •Reading Plus- bought by the Region •Read On •Read 180 •Language! •Source Book •CRISS .Rewards <p>Mathematics: State Adopted Textbooks Cognitive Tutor</p> <p>Writing: Holt, Rinehart & Winston Essay Program 6 + 1 Writing Traits Prentice Hall Series Florida's released anchor papers</p> <p>Science: State adopted science texts from Prentice Hall, Glencoe and Holt publishing. FCAT prep books from Glencoe and Prentice Hall. Explore Learning Gizmos.</p> <p>Parental Involvement: Agendas</p> <p>Brochure Banner</p>	<p>Reading: Regional Center District IDEA Funds Principal's budget Available: \$47,500.00 Mathematics: Principal's budget Available: \$50,000.00 Writing: SSR Grant- purchased in previous year Available: \$10,000.00 Science: SSR Grant Available: \$62,500.00 Parental Involvement: SLC Grant Available: \$25,600.00</p>	\$195,600.00
Technology	<p>Reading: Two laptop carts Mathematics: Cognitive Tutor Geometer's Sketch Pad Gizmos Graphing Calculators Writing: Sixty computers Science: Gizmos Parental Involvement: Parent Gradeviewer</p>		\$102,500.00

		<p>Reading: Principal's funds Available: \$35,000.00 Mathematics: Principal's budget "I Choose" Grant Available: \$7,500.00 Writing: ESOL Grant Available: \$60,000.00 Science: Regional Center-purchased in prior year Available: \$0.00 Parental Involvement: Purchased in prior year Available: \$0.00</p>	
<p>Professional Development</p>		<p>Reading: Provided by the Vendor as a part of the contract SLC Grant SSR Grant SSR Grant Available: \$38,640.00 Mathematics: Services provided in vendor contract SSR Grant SLC Grant Available: \$8,400.00 Writing: In house training SLC Grant SSR Grant Available: \$8,400.00 Science: SLC Grant Available: \$8,400.00 Parental Involvement: No cost Available: \$0.00</p>	<p>\$63,840.00</p>

	<p>Reading: Training on Reading programs Benchmark Training Monthly Mentoring Professional Development Mathematics: Cognitive Tutor Differentiated Instruction Edusoft FCAT Explorer Geometer's Sketch Pad Gizmos- Graphing Calculators Benchmark Training Writing: Using Technology to Enhance the Spartan Writing Plan 6 + 1 Writing Traits Using Anchor Papers as Teaching Tools Simple Proven Strategies that Improve Student Writing Sharing Best Practices Using Data and Student Work as Planning Tools Holistic Scoring Based on Florida's Rubric Teaching the Expository/Persuasive Essay Easy and Effective Methods of Progress Monitoring Unpacking the Writing and Assessed Benchmarks.</p> <p>Science: Science Annually Assessed Benchmarks Problem Solving Parental Involvement: Monthly professional development sessions at PTSA meetings</p>		
Other	<p>Reading: Two Reading Coaches Mathematics: Math Coach Writing: Science: Science Coach Parental Involvement:</p>	<p>Reading: District Available: \$120,000.00 Mathematics: Regional Center Available: \$60,000.00 Writing: Available: \$0.00 Science: Regional Center Available: \$60,000.00 Parental Involvement: Available: \$0.00</p>	\$240,000.00
		Total:	\$601,940.00

IMPLEMENTATION EVALUATION

The District's Assistance Plus Team will utilize the Schoolwide Instructional Review (SIR) form- Secondary for monitoring principals and schools in the implementation of the School Improvement Plan (SIP). These reviews will be conducted quarterly at Miami Southridge Senior High.

Based upon the feedback provided by the SIR, the District will support Miami Southridge Senior High through the provision of professional development and site-based support.

Members

Signature

- 1) Martin T. Reid , Principal
- 2) Elaine Mora , SAC Chair
- 3) Michael Shapiro , Union Steward
- 4) Michael Alter , Teacher
- 5) Michelle Atherley , Assistant Principal
- 6) Michelle Hulse , Parent
- 7) Mike Mason , Business Member
- 8) Ozzie Quintana , Teacher
- 9) Kevin Ricklick , Student
- 10) Daniel Reimbert , Student
- 11) Frances Ginsberg , Teacher
- 12) Ruby Jenkins , Teacher
- 13) Robin Mann , Teacher
- 14) Brenda Hammatt , Teacher
- 15) Patricia Hernandez , School Support Personnel
- 16) Sonya Boyne , Parent
