

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI SOUTHRIDGE SENIOR HIGH

District Name: Dade

Principal: Dr. David K. Moore

SAC Chair: Ms. Elaine Mora

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-02-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

### VISION:

We are committed to providing educational excellence for all.

### MISSION:

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Miami Southridge Senior High is a Title I school in a Correct II status with a grade of an "F". The school opened its doors in 1976 and is located at 19355 SW 114th 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. 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—named after our school's first exceptional education teacher-- 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.

#### Unique School Strengths for Next Year

Miami Southridge Senior High is proud to offer three unique programs: the Firefighter Academy, the Partnership in Academic Communities (PAC) program, and the Advanced Placement Laureate Academy. Each program provides students with specific skills needed for higher education. The Firefighter Academy, targeting approximately 330 students, assists students in acquiring Emergency Medical Technician certification. The PAC program, intended to target At-Risk students, offers students an opportunity to take math and science courses at Florida International University. Part of the Miami-Dade County Schools of Choice Program, AP Laureate Academy provides a rigorous academic curriculum approved by the College Board. Additionally, Miami Southridge Senior High is the on-going recipient of the following grants/funds: Secondary School Reform, Small Learning communities, Project RISE, and Title I.

#### Unique School Weaknesses for Next Year

Due to budget cuts, Miami Southridge lost 11 teaching positions, one assistant principal, as well as the ability to provide supplements for teachers. The school continues to lose students to two existing magnet schools which are within 5 miles of the school. Furthermore, another mega-magnet high school was opened this past school year. Enrollment continues to drop daily from last year's high of 3,600 to a current count of 2,473 students. This may result in further funding cuts as the budget conference in the fall approaches. This could jeopardize the after school tutorial program and Saturday school offerings.

#### Student Demographics

The student population mirrors the community: 48.2% Hispanic, 40.3% Black, 8.7 % White; the remaining percentages include Asian, Indian, and multiracial ethnicities.

- Fifty-four percent (54.9%) of the students are eligible for free and reduced lunch, 19.2% are Students With Disabilities (SWD), and 9.3% are Limited English Proficient (LEP) students.

Population by grade levels is 607-9th grade, 526-10th grade, 703-11th grade, 637-12th grade.

Standard curriculum students represent approximately 72% of our population. In Reading there are 76% of the students in Levels I and II and 24 % in Levels 3- 5. Approximately 18% of our student population has been classified as Students With Disabilities (SWD), and we house approximately 100 gifted students. In order to assure that our SWD population is receiving instruction by a highly qualified content area teacher, Miami Southridge Senior High will be adding more inclusion classes to our master schedule.

#### Student Attendance Rates

Miami Southridge Senior High has shown a slight decrease over last year's attendance rate. The 2008-2009 attendance rate was 93.76%, and the 2007-2008 overall rate was 93.85%. Our 2006-2007 attendance rate was 93.20%. We are still slightly below the district's attendance rate of 95.45% for 2007-2008 and 95.51% for 2008-2009.

#### Student Mobility

The mobility rate of the school is 35. This mobility comes predominantly from the existence of a high percentage of extended families and the students' subsequent ability to change schools as they please.

#### Student Suspension Rates

2007-2008: In-School Suspension 70.4%, Outdoor Suspension 34.6%; 2008-2009-In-School Suspension 79%, Outdoor Suspension 47.2%. The suspension rate has greatly increased due to the strict enforcement of uniform guidelines, electronic device infractions, excessive tardies, and general disruptive behaviors. The following changes have been made to the behavior intervention plan for the upcoming school year- SCS I has been restructured into a more stringent academic program, Tardy Tank has been created to separate the tardies from the other infractions, the consequence for minor, non-violent disciplinary infractions will be Saturday School, in lieu of suspension. Extended counseling opportunities will be offered for students, as well.

#### Student Retention Rates

The retention rate is 5.3%--almost 10% less than the District's total of 15%. Over the past 15 years or so, the school has offered credit retrieval courses for Seniors only. Last year was the first year that credit recovery courses were offered during the school day for 10th and 11th grade students as well.

#### Class Size

Average class size for Miami Southridge Senior High is 21.32. The reading courses average is 21.95; the Language Arts courses average is 24.6; and the Mathematics courses average is 26.9. SPED courses are significantly lower averaging 13.5 in Reading; 9.6 in Language Arts; and 10.8 in Mathematics.

#### Academic Performance of Feeder Pattern

A number of the schools in the Miami Southridge Senior High feeder pattern are high performing schools yet at the senior high school we earned an "F" for our school grade. This is a result of the higher achieving students choosing to attend neighboring magnet schools instead. The administration and faculty remain committed to working hard to recruit our very own students.

##### Norma Butler Bossard Elementary

###### Grade A

###### AYP subgroups

Black: Reading na%, Mathematics na %

Hispanic: Reading 80 %, Mathematics 78%

Economically Disadvantaged: Reading 78%, Mathematics 74 %

English Language Learners: Reading: 60%, Mathematics 74 %

SWD: Reading na%, Mathematics na%

##### Bel-Aire Elementary

###### Grade A Correct I SINI 5

###### AYP subgroups

Black: Reading 56%, Mathematics 55%

Hispanic: Reading 61 %, Mathematics 69 %

Economically Disadvantaged: Reading 59%, Mathematics 62 %

English Language Learners: Reading: na %, Mathematics na %

SWD: Reading 33%, Mathematics 52 %

##### Goulds Elementary

###### Grade D

###### AYP subgroups

Black: Reading 36%, Mathematics 40 %

Hispanic: Reading 54 %, Mathematics 52 %

Economically Disadvantaged: Reading 40%, Mathematics 44 %

English Language Learners: Reading: na %, Mathematics na %

SWD: Reading 17%, Mathematics 22 %

##### Caribbean Elementary

###### Grade C

###### AYP subgroups

Black: Reading 32%, Mathematics 43 %

Hispanic: Reading 57%, Mathematics 69 %

Economically Disadvantaged: Reading 46 %, Mathematics 59 %  
English Language Learners: Reading: 51 %, Mathematics 65 %  
SWD: Reading 17 %, Mathematics 49 %

Cutler Ridge Elementary

Grade A

AYP subgroups

Black: Reading 72%, Mathematics 55 %

Hispanic: Reading 73%, Mathematics 71%

Economically Disadvantaged: Reading 70%, Mathematics 66 %

English Language Learners: Reading: na%, Mathematics na %

SWD: Reading na%, Mathematics na %

Jack D. Gordon Community Elementary

Grade A

AYP subgroups

Black: Reading na %, Mathematics na %

Hispanic: Reading 82 %, Mathematics 75 %

Economically Disadvantaged: Reading 76%, Mathematics 76 %

English Language Learners: Reading: 73%, Mathematics 75 %

SWD: Reading na%, Mathematics na %

Gulfstream Elementary

Grade A

AYP subgroups

Black: Reading 59%, Mathematics 57%

Hispanic: Reading 65 %, Mathematics 70 %

Economically Disadvantaged: Reading 62 %, Mathematics 63 %

English Language Learners: Reading: 49 %, Mathematics 62%

SWD: Reading 55%, Mathematics 56 %

Miami Heights Elementary

Grade A

AYP subgroups

Black: Reading na%, Mathematics na %

Hispanic: Reading 69%, Mathematics 69 %

Economically Disadvantaged: Reading 68%, Mathematics 66 %

English Language Learners: Reading: 59 %, Mathematics 65 %

SWD: Reading na%, Mathematics na %

Pine Lake Elementary

Grade A

AYP subgroups

Black: Reading 55%, Mathematics 49 %

Hispanic: Reading 66 %, Mathematics 61 %

Economically Disadvantaged: Reading 57%, Mathematics 52 %

English Language Learners: Reading: 56%, Mathematics 59 %

SWD: Reading 37 %, Mathematics 24 %

Pine Villa Elementary

Grade D

AYP subgroups

Black: Reading 31%, Mathematics 29%

Hispanic: Reading 38%, Mathematics 47 %

Economically Disadvantaged: Reading 32%, Mathematics 32%

English Language Learners: Reading: na%, Mathematics na %

SWD: Reading 9 %, Mathematics 6 %

South Miami Heights Elementary

Grade A

AYP subgroups

Black: Reading 46%, Mathematics 54 %

Hispanic: Reading 69 %, Mathematics 71%

Economically Disadvantaged: Reading 63%, Mathematics 68 %

English Language Learners: Reading: 61 %, Mathematics 73 %

SWD: Reading na%, Mathematics na %

Whispering Pines Elementary

Grade A

AYP subgroups

Black: Reading na %, Mathematics na%

Hispanic: Reading 72%, Mathematics 69%

Economically Disadvantaged: Reading 62 %, Mathematics 67%

English Language Learners: Reading: na %, Mathematics na%

SWD: Reading 37%, Mathematics 48 %

Dr. Edward L. Whigham Elementary  
Grade B  
AYP subgroups  
Black: Reading 68 %, Mathematics 49 %  
Hispanic: Reading 67%, Mathematics 65 %  
Economically Disadvantaged: Reading 69%, Mathematics 58 %  
English Language Learners: Reading: na%, Mathematics na %  
SWD: Reading na %, Mathematics na %

Centennial Middle  
Grade C  
AYP subgroups  
Black: Reading 28%, Mathematics 24 %  
Hispanic: Reading 47 %, Mathematics 47%  
Economically Disadvantaged: Reading 38%, Mathematics 35 %  
English Language Learners: Reading: na%, Mathematics na %  
SWD: Reading 22%, Mathematics 19 %

Cutler Ridge Middle  
Grade C  
AYP subgroups  
Black: Reading 34%, Mathematics 29 %  
Hispanic: Reading 44 %, Mathematics 44%  
Economically Disadvantaged: Reading 39 %, Mathematics 38 %  
English Language Learners: Reading: na %, Mathematics na %  
SWD: Reading 25 %, Mathematics 24 %

Arthur & Polly Mays Middle  
Grade C  
AYP subgroups  
Black: Reading 36%, Mathematics 35%  
Hispanic: Reading 47 %, Mathematics 43 %  
Economically Disadvantaged: Reading 40%, Mathematics 38 %  
English Language Learners: Reading: na%, Mathematics na %  
SWD: Reading 21%, Mathematics 16%

Richmond Heights Middle  
Grade C  
AYP subgroups  
Black: Reading 39%, Mathematics 35 %  
Hispanic: Reading 56 %, Mathematics 51 %  
Economically Disadvantaged: Reading 46%, Mathematics 41 %  
English Language Learners: Reading: na%, Mathematics na %  
SWD: Reading 30 %, Mathematics 19 %

Robert Morgan Educational Center  
Grade B  
AYP subgroups  
Black: Reading 39%, Mathematics 63 %  
Hispanic: Reading 48 %, Mathematics 77 %  
Economically Disadvantaged: Reading 41%, Mathematics 72 %  
English Language Learners: Reading: na %, Mathematics na %  
SWD: Reading na%, Mathematics na%

Dorothy M. Wallace Educational Center  
Grade F  
AYP subgroups  
Black: Reading 10%, Mathematics na %  
Hispanic: Reading na%, Mathematics na%  
Economically Disadvantaged: Reading 15%, Mathematics 31 %  
English Language Learners: Reading: na %, Mathematics na%  
SWD: Reading na%, Mathematics na%

#### Partnerships and Grants

Miami Southridge is a College Board sponsored school. It has a number of academies, including the Advanced Placement (AP) Laureate Academy, Performing & Fine Arts, Early Childhood Education, Business Information & Technology and the Health Services & Fire Academy. The Miami-Dade County Fire Department works closely with our Fire Academy instructors, providing them the resources needed to train our students. Students have the opportunity to extend their learning with Miami-Dade Community College to complete an Emergency Medical Technician Certificate. Also in partnership with Miami Southridge Senior High is Florida International University. Through the PAC program, students have the capability of taking dual enrollment courses in mathematics and science with an FIU instructor. The program offers transportation and highly qualified instructors to our students and our feeder pattern students.

The school offers liberal arts courses and a full spectrum of Advanced Placement (AP) courses. Technology is infused in all content areas using computer labs. Miami Southridge fosters the 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. 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 six years and has been promoted heavily to assist with the recruitment of the higher performing students who would otherwise attend magnet schools.

Over 16% of the graduates received scholarships to go on to college; the overall economy of the state and reduced budgets will limit the special programs we will be able to fund.

The school is currently receiving the Title I grant for the first time since its opening in 1974. Miami Southridge Senior High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/ELL Programs, Migrant, Neglected/Delinquent, At-Risk Programs, homeless Agencies, the Parent Academy, the Parent Information and Resource center (PERC), the PTS/PTSA, Upward Bound and Pre-collegiate programs at community colleges and universities, Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade county. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N&D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/Intervention, classroom libraries, Project CRISS, and Learning 100.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					<p>Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2008-2009</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan. % Meeting High Standards Reading Mastery: 7% Mathematics Mastery: 13% Science Mastery: 5% Writing Mastery: 56% 8th grade 55% 10th grade 56%</p> <p>% Making Learning Gains in Reading: 31% By Grade Level 6th grade level 28% 7th grade level 38% 8th grade level 42% 9th grade level 37% 10th grade level 10%</p> <p>% Making Learning Gains in Mathematics: 35% By Grade Level 6th grade level 7% 7th grade level 42% 8th grade level 49% 9th grade level 65% 10th grade level 10%</p> <p>AYP School Status: NO Total Group did not make AYP. School does not have any eligible subgroups.</p> <p>Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2007-2008</p> <p>School's Grade: Not Graded</p>

	Principal	Dr. David Moore	<p>Doctorate in Educational Leadership Master's Degree in Guidance and Counseling Bachelor in Fine Arts</p> <p>Educational Leadership K-12, Guidance Counseling K-12,</p> <p>ESE K-12, Theatre K-12</p>	7	<p>School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 9% Mathematics Mastery: 22% Science Mastery: 3% Writing Mastery: 48%</p> <p>% Making Learning Gains in Reading: 32% By Grade Level 6th grade level 22% 7th grade level 33% 8th grade level 33% 9th grade level 30% 10th grade level 0% % Making Learning Gains in Mathematics: 16% By Grade Level 6th grade level 0% 7th grade level 5% 8th grade level 40% 9th grade level 15% 10th grade level 20%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 59% Total Group did not make AYP. School does not have eligible subgroups.</p> <p>Principal at the Miami Edison Senior High School 2006-2007</p> <p>School's Grade: "D" % Meeting High Standards Reading Mastery: 10% Mathematics Mastery: 32% Science Mastery: 10% Writing Mastery: 51%</p> <p>% Making Learning Gains in Reading: 80%</p> <p>% Making Learning Gains in Mathematics: 73%</p> <p>Lowest 25% Reading Gains: 82%</p> <p>Lowest 25% Math Gains: 89%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 67%</p> <p>Total Group, Black, F/R, ELL, did not make AYP.</p> <p>Principal at the Miami Edison Senior High School 2005-2006</p> <p>School's Grade: "F" % Meeting High Standards Reading Mastery: 4% Mathematics Mastery: 29% Writing Mastery: 66%</p> <p>% Making Learning Gains in Reading: 43%</p> <p>% Making Learning Gains in Mathematics: 72%</p> <p>Lowest 25% Reading Gains: 57%</p> <p>Lowest 25% Math Gains: 72%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 62%</p> <p>Total Group, Black, F/R, SWD, ELL, did not make AYP.</p>
			Master of		<p>Assistant Principal at Miami Southridge Senior High</p> <p>2008-2009 Grade: F, Reading Mastery: 24%, Math Mastery: 54%. Mathematics AYP: 47%; Black, Econ. Disadvantaged and SWD did not make AYP in Math. Reading AYP: 21%. Black, Hispanic, Econ. Disadvantaged, and SWD did not make AYP in Reading.</p> <p>2007-2008 Grade: D, Reading Mastery: 24%, Math Mastery: 53%. AYP: 59%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p>

Assis Principal	Shannon Gottardi	Science in Educational Leadership  B.S. in Psychology	7	7	<p>2006-2007 Grade: F, Reading Mastery: 19%, Math Mastery: 43%. AYP: 51%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p> <p>2005-2006 Grade: D, Reading Mastery: 21%, Math Mastery: 45%. AYP: 56%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p> <p>2004-2005 Grade: C, Reading Mastery: 22%, Math Mastery: 45%. AYP: 47%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p>
Assis Principal	Paul Cooper	Master of Science in Reading Education  B.S. in Physical Education  Certificate in Educational Leadership	23	23	<p>Assistant Principal at Miami Southridge Senior High</p> <p>2008-2009 Grade: F, Reading Mastery: 24%, Math Mastery: 54%. Mathematics AYP: 47%; Black, Econ. Disadvantaged and SWD did not make AYP in Math. Reading AYP: 21%. Black, Hispanic, Econ. Disadvantaged, and SWD did not make AYP in Reading.</p> <p>2007-2008 Grade: D, Reading Mastery: 24%, Math Mastery: 53%. AYP: 59%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p> <p>2006-2007 Grade: F, Reading Mastery: 19%, Math Mastery: 43%. AYP: 51%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p> <p>2005-2006 Grade: D, Reading Mastery: 21%, Math Mastery: 45%. AYP: 56%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p> <p>2004-2005 Grade: C, Reading Mastery: 22%, Math Mastery: 45%. AYP: 47%; Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math. White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p>
Assis Principal	Keith Anderson	Master of Science in Educational Leadership  Bachelor of Science in Elementary Education 1-6  Professional Certification: ESE K-12, ESOL K-12, Elementary Education 1-6, & Educational Leadership		4	<p>Assistant Principal at Frank C. Martin K-8 Center</p> <p>2008-2009: Grade: A Reading Mastery: 92% Math Mastery: 91% Writing Mastery: 96% Science Mastery: 69% Learning Gains/Reading: 74% Learning Gains/Math: 72% Lowest 25%/Reading: 81% Lowest 25%/Math: 74% AYP: 100% met</p> <p>2007-2008 Grade: A Reading Mastery: 90% Math Mastery: 88% Writing Mastery: 89% Science Mastery: 54% Learning Gains/Reading: 70% Learning Gains/Math: 68% Lowest 25%/Reading: 76% Lowest 25%/Math: 72% AYP: 100% met</p> <p>2006-2007 Grade: A Reading Mastery: 90% Math Mastery: 88% Writing Mastery: 89% Science Mastery: 54% Learning Gains/Reading: 76% Learning Gains/Math: 70% Lowest 25%/Reading: 73%</p>

					<p>Lowest 25%/Math: 77% AYP: 100% met</p> <p>Assistant Principal at Riviera Middle School 2005-2006 Grade: A Reading Mastery: 60% Math Mastery: 53% Writing Mastery: 84% Science Mastery: n/a Learning Gains/Reading: 78% Learning Gains/Math: 67% Lowest 25%/Reading: 86% Lowest 25%/Math: n/a AYP: 90% met</p>
Assis Principal	Lisset Vazquez-Rios	<p>Educational Specialist in Educational Leadership</p> <p>Master of Science in English Education</p> <p>Bachelor of Arts in English</p> <p>Certificates in: Educational Leadership, English 6-12, ESOL K-12, Journalism 6-12, and Reading Endorsement</p>			<p>Reading Coach at Southwest Miami High School</p> <p>2008-2009: Grade: B Reading Mastery: 49% Math Mastery: 75% Writing Mastery: 82% Science Mastery: 35% Learning Gains/Reading: 59% Learning Gains/Math: 77% Lowest 25%/Reading: 56% Lowest 25%/Math: 71% 72% of AYP criteria met. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not meet AYP in Reading. Meeting AYP in Math: Hispanic</p> <p>2007-2008 Grade: B Reading Mastery: 44% Math Mastery: 72% Writing Mastery: 88% Science Mastery: 28% Learning Gains/Reading: 56% Learning Gains/Math: 78% Lowest 25%/Reading: 55% Lowest 25%/Math: 75% Not made AYP: White, Hispanic, Free/Reduced, ELL, SWD</p> <p>2006-2007 Grade: C Reading Mastery: 40% Math Mastery: 62% Writing Mastery: 80% Science Mastery: 34% Learning Gains/Reading: 52% Learning Gains/Math: 69% Lowest 25%/Reading: 54% Lowest 25%/Math: 66% Not made AYP: White, Hispanic, Free/Reduced, ELL, SWD</p> <p>2005-2006 Grade: B Reading Mastery: 42% Math Mastery: 66% Writing Mastery: 86% Science Mastery: N/A Learning Gains/Reading: 60% Learning Gains/Math: 73% Lowest 25%/Reading: 60% Lowest 25%/Math: N/A Not made AYP: Hispanic, Free/Reduced, ELL, SWD</p> <p>2004-2005 Grade: C Reading Mastery: 34% Math Mastery: 63% Writing Mastery: 84% Science Mastery: N/A Learning Gains/Reading: 49% Learning Gains/Math: 71% Lowest 25%/Reading: 49% Lowest 25%/Math: N/A</p>

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
					<p>2008-2009 Grade: F Reading Mastery: 24%, Reading Learning Gains: 40% Lowest 25% Reading: 47% Reading AYP proficiency: 21% total</p> <p>Black, Hispanic, Econ. Disadvantaged, and SWD did not make AYP in Reading.</p>

Reading	Charmaine Underwood	<p>Master of Science in Exceptional Education and Reading</p> <p>B.S. in Exceptional Education</p>	15	4	<p>2007-2008 Grade: D Reading Mastery: 24%, Reading Learning Gains: 46% Lowest 25% Reading: 51% Reading AYP proficiency: 21% total</p> <p>AYP: White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading</p> <p>2006-2007 Grade: F Reading Mastery: 19%, Reading Learning Gains: 7% Lowest 25% Reading: 45% Reading AYP proficiency: 17% total</p> <p>White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading</p> <p>2005-2006 Grade: D Reading Mastery: 21%, Reading Learning Gains: 44% Lowest 25% Reading: 46% Reading AYP proficiency: 18% total</p> <p>White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p>
Reading	Robert Hoel	<p>Master of Science in Reading Education and Exceptional Student Education</p> <p>B.S. in Social Studies Education</p> <p>Certificate in Educational Leadership</p>	7	2	<p>2008-2009 Grade: F Reading Mastery: 24%, Reading Learning Gains: 40% Lowest 25% Reading: 47% Reading AYP proficiency: 21% total</p> <p>Black, Hispanic, Econ. Disadvantaged, and SWD did not make AYP in Reading.</p> <p>2007-2008 Grade: D Reading Mastery: 24%, Reading Learning Gains: 46% Lowest 25% Reading: 51% Reading AYP proficiency: 21% total</p> <p>AYP: White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading</p> <p>2006-2007 Grade: F Reading Mastery: 19%, Reading Learning Gains: 7% Lowest 25% Reading: 45% Reading AYP proficiency: 17% total</p> <p>White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading</p> <p>2005-2006 Grade: D Reading Mastery: 21%, Reading Learning Gains: 44% Lowest 25% Reading: 46% Reading AYP proficiency: 18% total</p> <p>White, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Reading.</p>
Mathematics	Cathina Burth	<p>Master of Science in Reading Education</p> <p>B.S. in Mathematics Education</p>	10	2	<p>2008-2009 Grade: F Math Mastery: 54%. Math Learning Gains: 66% Math Lowest 25%: 65% Mathematics AYP: 47% total Black, Econ. Disadvantaged and SWD did not make AYP in Math.</p> <p>2007-2008 Grade: D Math Mastery: 53% Math Learning Gains: 74% Math Lowest 25%: 76% Mathematics AYP: 59% Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math</p> <p>2006-2007 Grade: F Math Mastery: 43% Math Learning Gains: 59% Math Lowest 25%: 65%</p> <p>2005-2006</p>

					Grade: D Math Mastery: 45% Math Learning Gains: 62%
					2004-2005 Grade C Math Mastery: 45% Math Learning Gains: 68%
Mathematics	Erin McCray	Bachelor of Science in Industrial Technology  Certified: Math 5-9	7	1	2008-2009 Grade: F Math Mastery: 54%. Math Learning Gains: 66% Math Lowest 25%: 65% Mathematics AYP: 47% total Black, Econ. Disadvantaged and SWD did not make AYP in Math.  2007-2008 Grade: D Math Mastery: 53% Math Learning Gains: 74% Math Lowest 25%: 76% Mathematics AYP: 59% Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in Math  2006-2007 Grade: F Math Mastery: 43% Math Learning Gains: 59% Math Lowest 25%: 65%  2005-2006 Grade: D Math Mastery: 45% Math Learning Gains: 62%  2004-2005 Grade C Math Mastery: 45% Math Learning Gains: 68%

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Each first year teacher is assigned a mentor	1. Assistant Principal	On-going	
2. Partnering second and third year teachers with veteran teachers	2. Assistant Principal	On-going	
3. Miami-Dade County Public School's Job Fair	Principal	July, 2009	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Janet Acheson	Bible, Visually Impaired, Social Science	ESE-Visually Impaired	Teacher working toward Highly Qualified status. Teacher is expected to complete Reading Endorsement by 2011.
Charkil Ferguson-Williams	Social Science	ESE- Varying Exceptionalities	Teacher is working toward English Certification. Expected date of completion: 2011.
Shameka Ford	Exceptional Student Education	ESE- Varying Exceptionalities	Teacher working toward Highly Qualified status. Completion date: two years from date of waiver.
Robbi Jackson	Exceptional Student Education	ESE- Emotionally Handicapped	Self-contained teacher is working toward becoming HQ in math, Earth/Space Science, social science, and reading. Expected date of completion: 2011.
Alejandro Hernandez	Exceptional Student Education	ESE- Emotionally Handicapped	Teacher is working toward English, math, social studies (self-contained) Certification. Expected date of completion: 2011.
			Professional Development sessions are offered on-site for the teacher in instructional strategies. She has been sent to

Michelle McGrew Clarit	Spec. Learning Disabilities	ESE- Varying Exceptionalities - Reading	Reading workshops as well. The Reading coaches work closely with her each day. She is also working on Reading endorsement classes. Expected date of completion: 2011.
Wyatt Merrell	Phys. Ed. Exceptional Student Education	ESE- Emotionally Handicapped	Self-contained teacher working on certification for English, Math, Biology, and Reading. Date of completion: 2011
Katrina Nunez	MG Social Science	ESE- Varying Exceptionalities	SPED teacher working toward English Certification. Expected date of completion: 2011.
Aida Parrondo	Business Ed.	ESE- Varying Exceptionalities	Teacher working toward Highly Qualified status. Completion date: two years from date of waiver.
Donta Taylor	English	Language Arts/Reading	Professional Development sessions are offered on-site for the teacher in instructional strategies. He has been sent to Reading workshops as well. The Reading coaches work closely with him each day. He is completing a Masters degree in Reading at a local university. Teacher working toward Highly Qualified status. Completion date: two years from date of waiver.
Jaime E. Roman	English	Language Arts/Reading	Professional Development sessions are offered on-site for the teacher in instructional strategies. He has been sent to Reading workshops as well. The Reading coaches work closely with him each day. He is completing courses in Reading via the district's Teacher Education Services. Teacher working toward Highly Qualified status. Completion date: two years from date of waiver.
Priscilla Ferguson	Exceptional Student Education	ESE- Varying Exceptionalities	She is completing courses for the Reading Endorsement via the district's Teacher Education Center. Teacher is expected to complete Reading Endorsement by 2011.
Lakisha Kinsey	Exceptional Student Education, Social Science	ESE- Varying Exceptionalities/ Reading	She is completing courses in Reading via the district's Teacher Education Services. Teacher working toward Highly Qualified status in English and Reading. Expected date of completion: 2011.
Renee Cantave	English	Reading	Professional Development sessions are offered on-site for the teacher in instructional strategies. She has been sent to Reading workshops as well. The Reading coaches work closely with her each day. Teacher working toward Highly Qualified status. Completion date: two years from date of waiver.
Jennifer Padron	Exceptional Student Education	ESE- Varying Exceptionalities	Professional Development sessions are offered on-site for the teacher in instructional strategies. She has been sent to Reading workshops as well. The Reading coaches work closely with her each day. Teacher working toward Highly Qualified status. Completion date: two

years from date of waiver.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
193	0	42.48	34.72	22.8	37.82	78.33	5.18	6.74	10.88

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mrs. Joan Kobrin	Guillermo Osorio	Academy Leader	The department chair for alternative education will provide support and guidance on the Tools for Success program. The Reading coach will assist with the training and modeling of instruction for the Reading Plus Program.
Mrs. Joan Kobrin	Erika Carson	Academy Leader	The department chair for alternative education will provide support and guidance on the Tools for Success program. The Reading coach will assist with the training and modeling of instruction for the Reading Plus Program.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Miami Southridge Senior High School offers services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participated in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program: Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Miami Southridge Senior High School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive, needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

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

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

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High school completion courses are available to all eligible Miami Southridge Senior High students in the evening based on the school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of and will strengthen with the integration of academic and career technical components, a coherent sequence of courses. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

#### Other

##### Parental

Involve parents in the planning and implementation of the title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvements through developing (with on-going parental input) our Title I School –Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07) and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

##### School Improve Grant Funds/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/school Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction. Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement

Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose) is a federally funded grant and a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

The leadership team provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

The academic coaches develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for children to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Select General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

The SPED department chair, will work with the SPED teachers to collect data, integrate core instructional activities/materials into Tier # instruction, and collaborate with general education teachers through such activities as co-teaching.

The Department Chair for Guidance, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

The itinerant Speech Language Pathologist- educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

The technology Specialist brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students.

The Leadership Team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly. Problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team meets with the Educational Excellence School Advisory Committee (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Baseline Assessment, Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Oral Reading Fluency (FORF), In-house benchmark testing

Midyear Data: Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), PMRN

End of Year Data: FAIR, FCAT, Interims, FORF, PMRN, In-house benchmark testing

Describe the plan to train staff on RtI.

The Leadership team was briefed on the RtI by the principal in May 2009. Additionally, during the teacher planning days prior

to the start of the school year and in October, professional development sessions will be provided for the faculty and staff regarding RtI. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-Based Decision-making, and Supporting Evaluating Intervention".

The RtI team will also evaluate additional staff PD needs during weekly RtI Leadership Team meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

#### Reading Grade 9

Our greatest strengths were in the Main Idea/Purpose and Comparisons clusters, scoring 63% in both. Our weakest cluster was Reference/Research, scoring a 44%.

#### Reading Grade 10

Our greatest strength was in the Main Idea/Purpose cluster, scoring a 53%. Our weakest clusters were Words/Phrases, Comparisons, and Reference/Research, all scoring at 50%

#### Mathematics Grade 9

Our greatest strength was in Data Analysis (63%). Our weakest cluster was Number Sense, scoring 38%.

#### Mathematics Grade 10

Our greatest strength was in the Number Sense cluster (45%). Our weakest cluster was in Geometry, scoring a 21%.

#### Science- Grade 11

Our greatest strengths were in the Earth/Space and Scientific Thinking Clusters, both scoring a 50%. Our weakest cluster was the Life/Environmental (43%).

#### Writing Essay- Grade 10

66% of students scored a 3.5 or higher. 69% of students scored 3.5 or higher on the persuasive essay, whereas 64% of students scored 3.5 or higher on the expository essay.

### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Based on the data supplied by the baseline assessment, Interims, and mini-assessment, the Leadership Team will prioritize the instruction of the benchmarks by developing an Instructional Focus Calendar.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group /differentiated instruction. They will work with the respective academic coaches to create the focus calendars and daily lessons.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, data results, and programmatic performance.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by the student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject areas coaches and /or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, which utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference/ Research was the least proficient strand and will be given priority focus.

Mathematics: For ninth grade, Number Sense was the least proficient strand and for tenth grade Geometry was the least proficient strand. They will be given priority focus.

Science: Life Science/ Environmental was the least proficient strand and will be given priority focus.  
In Writing, the teaching assignments for tenth grade teachers were switched. Also, the ELL teachers who taught Language Arts were replaced since the ELL population was one of the weak areas per the data from the Spring 2009 FCAT Writes.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.  
An Analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school's overall design is arranged into academies. The students select an academy and then work towards becoming completers in their respective academy. The academies include- Fire Rescue, The Police Academy, Culinary Arts, Childcare, Advanced placement Laureate Academy, Performing Arts Academy, and the Business and Technology Academy. These academies offer job skills and student internships.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The academy leaders make presentations twice per year to the students. They also hold small group meetings with the students within their respective academies to discuss the student's progress and options. Additionally the counselors are assigned by academies to students and they are available to meet with and to counsel the student and his/her parent. The career specialist also works with neighboring businesses to secure internships for our students. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform them of options.

After the course selection fair, the students meet one-on-one with his/her respective counselor to decide which classes will be taken for the upcoming year. Final course selection is sent home to the parent for a signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade Level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.  
Teachers will meet weekly for grade level meetings and will meet monthly during their Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling.  
The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.  
The Focus Lessons will be taught the first 10-15 minutes of class.  
Reading, Math, Science, and Social studies teachers will teach focus lessons that correlate to their subject area.  
The Reading coach has designed a Literacy Block program that will be broadcasted throughout the school during the assigned literacy time- 25 minutes per day. All teachers will be encouraged to utilize throughout their instructional day the strategies shared at that time.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if focus lessons need to be revised and/or re-taught.  
Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons will be administered.

Depending on the subject, 5-10 questions per Benchmark will be utilized for assessment purposes. Also, some assessments will be administered every 3 weeks and others will be monthly.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Teachers will differentiate their instruction by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-79%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week by department. This rotation will continue throughout the year.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss results and student progress. During these meetings, lesson plans, data-binders,, and students portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual students needs. Progress Monitoring logs will also be utilized to document the progress of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as migrant, homeless, neglected, and delinquent students.

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The State adopted textbook series selected by the district will be utilized for each discipline as well as the computer based programs purchased for the school by the district and the regional center.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (Jamestown Reading Navigator), in addition to Internet instructional web sites such as FCAT Explorer and GIZMOS will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions after school or on Saturdays.

How does the school identify staff's professional development needs to improve their instructional strategies?

A survey was sent to the teachers to ascertain their PD choices. The coaches met with the principal when the FCAT results came out and a combination of the data, teacher choice, and the leadership team's input was utilized to select the PD options for the 2009-2010 school year.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction /interventions.

Students not making mastery will be offered after-school tutoring as well as Saturday school offerings.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted or AP Laureate Program. Students also enroll in elective classes that fall under our various academies.

Describe how students are identified for enrichment strategies.

The results of the PSAT and FCAT, as well as teacher recommendation are utilized to determine whether a student has demonstrated consistent proficiency in order to be placed in a higher level course or academic program. Parent meetings are held with the Advanced Placement coordinator, the principal, the head of guidance, and the students. The parents and students are counseled on the expectations in a higher level course and the need for continued parental involvement.

## Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Language Arts	Dr. Ruby Jenkins	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.
Reading	Charmaine Underwood	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.
Mathematics	Cathina Burth	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.
Social Science	Tania DaSilva	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.
Sciences	Catina Boyton	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.

World Languages	Eyleen Delaguardia	Bi-monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.
Electives	Robert Hoel	Bi-Monthly	Every other Tuesday	The PLC meeting will center their discussion around selected learning strategies—Text features, vocabulary, note-taking skill, Socratic circles, and Higher Order Questioning. Each PLC leader will conduct Professional Development and Lesson Studies on the above mentioned strategies.

## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

## Pre-School Transition

N/A

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. Additionally, the principal has formed a partnership with Sue Giorgi from Miami-Dade College (Kendall campus). Our eleventh graders will be afforded the opportunity to take the College Placement Test (CPT) over the summer and based upon the results, they will be provided with the corresponding computer-based, remedial coursework. Furthermore, in addition to the plethora of Advanced placement courses being offered, the school is expanding the number of dual-enrollment courses that students will be allowed to register for at Miami-Dade College. The CAP advisor will continue to work with the students to keep them on track for Bright Futures requirements as well as other scholarship opportunities.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 21% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents no change compared to those students who achieved mastery in 2008.		Given instruction using the Sunshine State Standards 72% of the students in grades 9-10 will achieve mastery on the spring administration of the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop an Instructional Focus Calendar (IFC) for the entire school using the tested reading benchmarks	1. Reading Coaches	1. Leadership Team will meet bi-weekly to discuss the alignment of the IFC with student needs based on the most recent data available.	1. FCAT FOCUS Assessments (mini-assessments), FAIR, and Interim Assessments.
2	2. Plan supplemental instruction/intervention for students not responding to core instruction as determined by FAIR data and mini-assessment and will include explicit instruction, guided practice and independent practice.	2. Principal, Assistant Principals, Reading Coaches, Department Heads	2. Student progress is assessed using the FAIR and Focus Mini-assessments. Percent of students making adequate progress toward benchmark is calculated	2. FAIR and Focus Mini-Assessments
3	3. Plan targeted intervention for students not responding to core plus supplemental instruction through the use of the FAIR Toolkit. Interventions will be matched according to individual needs and be evidence based. Further testing may also be necessary to determine cause. Students will receive intervention in addition to the core.	3. Principal, Assistant Principals, Reading Coaches	3. Review FAIR and FCAT FOCUS reports to ensure that teachers are teaching as well as assessing according to the created calendar.	3. FAIR and Focus Mini-Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 14% of Black students showed learning gains. This represents an increase of 1% compared to 13% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the Black students will achieve mastery on the spring administration of the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In addition to the grade level strategies listed above, black students will also be provided with after-school and Saturday school tutoring opportunities.	1. Principal, Reading Coaches, Saturday School Coordinator	1. Student progress will be determined by monitoring the FCAT Explorer accounts and providing direct instruction where necessary.	1. Mini-assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 23% of Hispanic students showed learning gains. This represents no change compared to learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the Hispanic students will achieve mastery on the spring administration of the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Achievement chats will be conducted with all students following the baseline and FAIR Assessments	1. Reading Coaches, Principal	1. Administrators will review log for Student Achievement Chats during walkthroughs.	1. Administrators and Reading Coaches will randomly ask students how they performed on their most recent assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 21% of Economically Disadvantaged students met Reading Proficiency		Given instruction in the Sunshine State Standards 72% or more of the Economically Disadvantaged students will achieve mastery on the spring administration of the 2010 Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In addition to the grade level strategies listed above, the Economically Disadvantaged students will also be provided with enrichment opportunities via Title I tutoring afterschool and on Saturdays to further target their individual needs.	1. Principal, Reading Coaches, Saturday School Coordinator	1. Student progress will be determined by monitoring the FCAT Explorer accounts and providing direct instruction where necessary.	1. Mini-Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 9% of Students with Disabilities (SWD) met Reading proficiency.		Given instruction in the Sunshine State Standards 72% or more of the SWD will achieve mastery on the spring administration of the 2010 Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Lesson plans targeting the SWD student will include higher-order questioning.	1. Principal, Reading Coaches	1. Administrators will verify higher-order questioning by reviewing teacher lesson plans.	1. Mini-assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards 72% of the students in grades 9-10 will achieve mastery for reading on the 2010 FCAT Reading Test	Effective Implementation of the IFC	Reading Coaches	August 2009	Classroom Visits Lesson Plans	Principal, Assistant Principals, Reading Coaches, Department Heads, Grade level AP's/Deans
Given instruction using the Sunshine State Standards 72% of the students in grades 9-10 will achieve mastery for reading on the 2010 FCAT Reading Test	FAIR, FCAT FOCUS, SIPS, JRN, REWARDS training	Reading Coaches	August – December 2009	Review of program reports every 10 days	. Principal, Assistant Principals, Reading Coaches, Department Heads, Grade level AP's/Deans
Given instruction in the Sunshine State Standards 72% or more of the Black students will achieve mastery on the spring administration of the 2010 Reading FCAT.	Book Study on Strategic Reading by Jeffery Whillem, and Teaching Black Adolescent Male Teens To Read by Alfred Tatum	Reading Coaches	August-December 2009	Book guides and implementation of strategies and theory	Reading Coaches
Given instruction using the Sunshine State Standards 72% of the students in grades 9-10 will achieve mastery for reading on the 2010 FCAT Reading Test	Literacy Block	Reading Coaches	August 2009	Classroom Visits	Principal, Assistant Principals, Reading Coaches, Department Heads, Grade level AP's/Deans

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

To ensure that all teachers assume the responsibility of teaching reading the following shall be implemented: IFC training will be conducted along with PD every two weeks to train teachers on the benchmark and strategies associated with the IFC. The entire school will participate in a Literacy Block on a daily basis. The Literacy block will consist of work with non-fiction readings, independent reading, as well as vocabulary development. Teachers will also participate in a book study which will guide them in the theory and science of teaching reading In the content area classes.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Grades 9 and 10 Amsco books purchased	School site funds	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Curriculum planning activities with representatives from each grade level.	Project Rise	\$3,000.00
After School and Saturday Tutoring	District Funds	\$5,000.00
		Total: \$8,000.00
		Final Total: \$10,500.00

*End of Reading Goal*

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 54% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This should be from the AYP total Group which is 47%		Given instruction in the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Follow instructional focus calendar to ensure most critical benchmarks are covered first.	1. Principal Mathematics Coaches	1. Work kept in student folders shall be used to ensure designated benchmarks are being covered.	1. Baseline Assessment
2	Expose students to more performance task questions that require them to think	Principal Mathematics Coaches	Evaluation and observation of students' work shall be used to determine question	Performance Task Items found in student folders.

	critically and respond in written form.		types, student responses, and teacher feedback.	
3	Hold data chats with students after assessments—baseline, Interims, FCIM assessments	Principal, Mathematics Coaches	Conferences will be held with students.	Data-Chat forms

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 31% of the AYP Black student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test.		Given instruction in the Sunshine State Standards, 74% of students in the Black subgroup will achieve mastery in the 2010 FCAT Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Require regular use of FCAT Mathematics Reference sheets to ensure students' familiarity with formulas provided during FCAT testing..	Principal Mathematics Coaches	Teachers will require students to have a copy of reference sheet in their folders.	Student folders.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 51% of the AYP Hispanic student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test.		Given instruction in the Sunshine State Standards, 74% of students in AYP Hispanic student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide opportunity for students to use Gizmos to learn the tested benchmarks	Principal, Mathematics Coach	Coaches will review data generated from Gizmos.	Gizmos reports.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 46% of the AYP Economically Disadvantaged student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test.		Given instruction in the Sunshine State Standards, 74% of students in AYP Economically Disadvantage student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide opportunity for after school and Saturday school tutoring.	Principal , Mathematics Coach , Saturday School Coordinator	Reports generated by Edusoft shall be used to determine students' progress as set by the District.	Baseline Benchmark Assessment and Interim Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 19% of the AYP Students with Disabilities student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test.		Given instruction in the Sunshine State Standards, 74% of students in AYP Students with Disabilities student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of hands-on activities to reinforce mathematics concepts.	Principal, Mathematics Coach	Ongoing mini-assessments and data chats with students	Site generated mini-assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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Given instruction in the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Instructional Focus Calendars & FOCUS Mini-Assessments	Math Coaches	August 2009	Ongoing data chats with math teachers during departmental meetings	Administrators, Math Coaches
Given instruction in the Sunshine State Standards, 74% of students in AYP Hispanic student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Gizmos	Math Coaches	October 2009	Classroom Visits to ensure Gizmos implementation	Administrators, Math Coaches
Given instruction in the Sunshine State Standards, 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effectively Evaluating Student Work	Project Rise Teachers	August 2009	Classroom Visits Modeling of Strategies, Techniques, and Lessons	Principal Mathematics Coaches Project Rise Teachers
Given instruction in the Sunshine State Standards, 74% of students in AYP Students with Disabilities student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Infusing Hands-on Activities in the Math Class.	Math Coaches	September 2009	Classroom Visits Modeling of Strategies, Techniques, and Lessons	Principal Mathematics Coaches

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test Preparation Materials: AMSCO	School Site	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development and supplements for	Project Rise	\$11,000.00
		Total: \$11,000.00
Other		
Description of Resources	Funding Source	Available Amount
Grade Level Planning	Project Rise	\$1,200.00
Project Rise Teachers	Project Rise	\$6,000.00
After School and Saturday Tutoring	District	\$3,000.00
		Total: \$10,200.00
		Final Total: \$24,200.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 22% of the students achieved level three and above. This represents an increase of 2% compared to 20% who achieved level three or above in 2008.		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop professional learning communities of science teachers to research, discuss, design,	Principal, Science Coach	Monitor professional development sessions, observe instructional strategies, lesson plans, and	Lesson Studies & meeting agendas

	and implement strategies that align with the Instructional Pacing Guides.		student work during classroom walkthroughs.	
2	Design and implement lessons to compare, contrast, interpret, analyze, and explain chemical and physical concepts during laboratory activities and classroom discussions.	Principal, Science Coach	Targeted walkthroughs will be used to ensure that all science teachers are providing lessons designed with higher order thinking strategies. Also, Verification that student work shows mastery of the SSS.	Classroom Walkthrough Instrument
3	Incorporate the use of Science Focus Lesson (11th grade) for the 1st 15 minutes of class.	Principal, Science Coach	Review data from focus mini-assessments & verify lesson plan format	Focus mini-assessments.
4	Incorporate the use of GIZMOS in Science classes.	Principal, Science Coach	Arrange set lab time so that science teachers can have access to computers.	Reports generated by GIZMOS

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Classroom Implementation of Science Pacing Guide	Regional Center Curriculum Support Specialist in Science	August 2009	Classroom Walkthroughs completed by leadership team;	Principal, Assistant Principal, Science Coach
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	GIZMOS Training	Science Coach	August 2009	Monitoring of lab use and Gizmos reports	Principal, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test Preparation books	School Site	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Gizmos	District	\$5,646.00
		Total: \$5,646.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$7,146.00		

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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On the 2009 FCAT Writing Test, 48% of the students in 10th grade scored a 4.0 or above in writing. 75% of students scored a 3.5 or higher on the FCAT Writes.		Given instruction based on the Sunshine State Standards 49% of 10th grade students will make 4.0 or higher on the 2010 Spring administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	English classes will include a daily 45 minute writing block, using the 6 Traits Writing System.	Writing Coach, Principal	Each student will maintain a writing folder (portfolio) that shows evidence of the 6 Traits Writing System.	Portfolio review
2	Students will be exposed to the FCAT Writes scoring rubric by reviewing & discussing anchor papers	Principal, Writing Coach	Evidence of writing progress as evidenced in their writing portfolio.	2. FCAT Writes rubric
3	Students will take a Writing Assessment to determine area of weakness using Learning Express. Teachers will provide necessary interventions as established by the data.	Principal, Writing Coach	Teachers will have data chats with students, underlining their strengths and weakness	Learning Express

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards 49% of 10th grade students will make 4.0 or higher on the 2010 Spring administration of the FCAT Writing Test.	6 Traits Writing System	Writing Coach	August 2009	Monitor teacher lesson plans, student portfolios, and bi-monthly unified prompts	Principal, Assistant Principal, Writing Coach
Given instruction based on the Sunshine State Standards 49% of 10th grade students will make 4.0 or higher on the 2010 Spring administration of the FCAT Writing Test.	Learning Express	Writing Coach (or Learning Express consultant)	September 2009	Assure that teachers are given an account and understand how to use the data for differentiated instruction	Writing Coach
Given instruction based on the Sunshine State Standards 49% of 10th grade students will make 4.0 or higher on the 2010 Spring administration of the FCAT Writing Test.	Anchor Papers as Teaching/Learning Tools	Writing Coach	October 2009	Monitor teacher lesson plans, student portfolios, and bi-monthly unified prompts	Principal, Assistant Principal, Writing Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
6 Traits Writing System Training	School Site	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Curriculum planning activities with representatives from the 9th and 10th grade.	Project RISE	\$1,100.00
		Total: \$1,100.00
		Final Total: \$4,100.00

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2008-2009 data acquired from Connect-Ed messaging system, 69% of parents calls were successfully delivered.		The school will increase the number of parent contacts by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Update telephone numbers at the start of the year. Student will be contacted to update numbers.	Principal, Community Involvement specialist, Assistant Principal	Update emergency contact numbers.	Connect Ed data
2	A parent resource center will be available at the front of the school.	Principal, Community Involvement specialist, Assistant Principal	Keep a participation log.	Title I Administration Parental Involvement Monthly School Report.
3	Maintain parental telephone logs and activity reports.	Principal, Community Involvement specialist, Assistant Principal	Tally Parental Involvement Monthly School	Title I Administration Parental Involvement Monthly Activities Report.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 School Climate Survey: Parent Form, 44% of the parents were undecided, disagreed, or strongly disagreed with the question, "My child's school uses adequate disciplinary measures in dealing with disruptive students."		The 2009-2010 Parent Climate Survey will increase 1% point on the questions, "My child's school uses adequate disciplinary measures in dealing with disruptive students."		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Post the progressive discipline plan in the main office as well as the school's website.	Principal, administrative deans, Community Involvement Specialist	View online website hits as well as keeping a visitor's log .	Climate Survey
2	Invite parents to Open House and have administrative deans readily available to discuss discipline policy.	Principal Community Involvement Specialist	announce Open House events through the use of Connect Ed messaging system and through the use of the PA	Climate Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The 2009-2010 Parent Climate Survey will increase 1% point on the questions, "My child's school uses adequate disciplinary measures in dealing with disruptive students."	Increasing parental involvement and knowledge of the school	Principal Community Involvement Specialist	Spring 2010	Parent Satisfaction Survey	Principal
The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action: A Practitioners Perspective	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the Principal, Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title Part A School-wide allocation and District parental set-aside.	Title 1 Part A	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Request will be made to the EESAC at the initial meeting in August 2009.	EESAC	\$2,000.00
		Total: \$2,000.00
		Final Total: \$3,000.00

*End of Parent Involvement Goal*

## Other Goals

Increase graduation rate. Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The most current data shows a graduation rate of 53.8% which reflects a lower graduation percentage than neighboring schools.		Through the implementation of the District's postsecondary transition suggestions, the graduation rate will be increased to 65% in the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure the continuation of the ninth grade academy concept in order to facilitate the transition to high school by providing ninth grade teachers with hourly pay for after school parent-teacher meetings once per quarter.	Principal Ninth Grade Administrative Assistant Small Learning Communities Coordinator	Monitoring of Conference Logs and Academy meeting documents utilizing the EPEP and the Tools for Success program.	Sign-in sheets and collegial debriefing notes
2	Collaborate with the Miami Dade College representative to provide the College Preparedness Test (CPT) at the school site with corresponding remediation courses in 11th grade Reading courses.	Principal Reading Coach	CPT reports	CPT and related remediation courses examinations.
3	Adjust the limits of the criteria for acceptance into an Advanced Placement (AP) course in order to increase student participation.	Principal AP Coordinator Master Scheduler	Monitor master schedule and student schedules and follow the progress of said students.	Class counts and student progress sheets.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Providing ninth grade teachers with hourly pay for after school parent-teacher	Small Learning Communities	\$4,000.00

meetings once per quarter.	
	Total: \$4,000.00
	Final Total: \$4,000.00

*End of Increase graduation rate. Goal*

Increase the number of students who participate in dual enrollment and Advanced Placement courses. Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
More students will participate in Advanced Placement courses and dual enrollment courses		The school will increase dual enrollment and advanced placement enrollment by at least 1%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	partnership with FIU concerning dual enrollment in the PAC program	Principal, Assistant Principal	Hold quarterly meeting with the PAC representatives.	Number of students participating in the PAC program.
2	AP Laureate coordinator attends all articulation meeting to promote the program	Principal, AP Laureate Coordinator, Student Services Department Chair	Attending articulation meetings at the local middle schools will ensure more enrollment in the program.	Number of students enrolled in AP and advance courses.
3	Student service department share information with parents concerning the AP Laureate program.	Principal, Student Service Department Chair	Student Service Department will keep logs of parental contact made throughout the year.	Logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Increase the number of students who participate in dual enrollment and Advanced Placement courses. Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Grades 9 and 10 Amsco books purchased	School site funds	\$2,500.00
Mathematics	Test Preparation Materials: AMSCO	School Site	\$3,000.00
Science	Test Preparation books	School Site	\$1,500.00
Parental Involvement	1% of Title Part A School-wide allocation and District parental set-aside.	Title 1 Part A	\$1,000.00
			Total: \$8,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Science	Gizmos	District	\$5,646.00
			Total: \$5,646.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Temporary Coverage for Professional Development and supplements for	Project Rise	\$11,000.00
Writing	6 Traits Writing System Training	School Site	\$3,000.00
			Total: \$14,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Curriculum planning activities with representatives from each grade level.	Project Rise	\$3,000.00
Reading	After School and Saturday Tutoring	District Funds	\$5,000.00
Mathematics	Grade Level Planning	Project Rise	\$1,200.00
Mathematics	Project Rise Teachers	Project Rise	\$6,000.00
Mathematics	After School and Saturday Tutoring	District	\$3,000.00
Writing	Curriculum planning activities with representatives from the 9th and 10th grade.	Project RISE	\$1,100.00
Parental Involvement	Request will be made to the EESAC at the initial meeting in August 2009.	EESAC	\$2,000.00
Increase graduation rate.	Providing ninth grade teachers with hourly pay for after school parent-teacher meetings once per quarter.	Small Learning Communities	\$4,000.00
			Total: \$25,300.00
			Final Total: \$52,946.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Funds to assist with Parental Outreach Program	2000
Funds will be used to support student achievement	2500

Describe the Activities of the School Advisory Council for the Upcoming Year

The EESAC is involved in the school improvement process and in supporting the academic and safety initiatives of the school. The goal of EESAC is to monitor the implementation of the school improvement plan. The EESAC meets the first Wednesday of each month. Decisions are made as to the avenues that the EESAC will pursue to assist the principal as he works toward achieving the school's vision and mission.

## SAC Members

### Members

- 1) Dr. David K. Moore, Principal
- 2) Elaine Mora, SAC Chair
- 3) Kaitlyn Giesey, Student
- 4) Kammy Diaz, Student
- 5) Robert Hoel, Teacher
- 6) Eyleen Delaguardia, Teacher
- 7) Keith Diego, Business Member
- 8) Marisel Diaz, Parent
- 9) Lawanda Deveaux, Parent
- 10) Karen Porter, Parent
- 11) Maria Fernandez, Parent
- 12) Tracie Bertelson, School Support Personnel
- 13) Susan Thweatt, School Support Personnel
- 14) Paul Lobeck, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI SOUTHRIDGE SENIOR HIGH 7731												
Number of students enrolled in the grades tested:														Read: 1421		2008-2009		School Grade <sup>1</sup> :		F		Did the School make Adequate Yearly Progress?		NO		
<a href="#">Click here to see Number of students in each group</a>																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL <sup>4</sup>	96	Y	96	Y	21	N	47	N	88	83	N	49	52	Y	79	79	NA	53	53	NA	22	NA	51	NA		
WHITE	95	Y	95	Y		NA		NA		86	N	59	57	N		NA				NA						
BLACK	96	Y	97	Y	14	N	38	N	89	80	N	45	52	Y	87	86	NA	63	62	NA	14	NA	43	NA		
HISPANIC	96	Y	96	Y	23	N	51	N	84	84	N	49	51	Y	77	77	NA	48	49	NA	24	NA	54	NA		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	21	N	46	N	86	83	N	46	53	Y	81	79	NA	56	54	NA	22	NA	49	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y		NA		NA	47	34	N	24	21	N		NA				NA						
STUDENTS WITH DISABILITIES	90	N	91	N	9	N	19	N	74	67	N	29	39	Y	87	91	NA	73	81	NA	8	NA	22	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI SOUTHRIDGE SENIOR HIGH 7731												
Number of students enrolled in the grades tested:														Read: 1724		2007-2008		School Grade <sup>1</sup> :		D		Did the School make Adequate Yearly Progress?		NO		
<a href="#">Click here to see Number of students in each group</a>																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	96	Y	97	Y	21	N	47	N	87	88	Y	41	49	Y	83	79	NA	63	53	NA	26	NA	63	NA		
WHITE	97	Y	97	Y	50	N	72	Y	92	Y	50	59	Y	65	50	NA	39	28	NA	49	NA	80	NA			
BLACK	95	Y	96	Y	13	N	37	N	88	89	Y	37	45	Y	87	87	NA	70	63	NA	19	NA	54	NA		
HISPANIC	97	Y	97	Y	23	N	52	N	85	84	N	40	49	Y	83	77	NA	63	48	NA	29	NA	68	NA		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	19	N	44	N	85	86	Y	36	46	Y	86	81	NA	66	56	NA	24	NA	61	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		25	N	57	47	N	25	24	N		NA	81	75	NA	19	NA	54	NA		
STUDENTS WITH DISABILITIES	90	N	91	N	13	N	27	N	71	74	Y	19	29	Y	91	87	NA	88	73	NA	16	NA	43	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade MIAMI SOUTHRIDGE SENIOR HIGH 7731												
Number of students enrolled in the grades tested:														Read: 2000		2006-2007		School Grade <sup>1</sup> :		F		Did the School make Adequate Yearly Progress?		NO		
<a href="#">Click here to see Number of students in each group</a>																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	96	Y	95	Y	17	N	37	N	82	87	Y	53	41	N	82	83	NA	62	63	NA	31	NA	58	NA		
WHITE	99	Y	99	Y	35	N	61	Y	89	92	Y	60	50	N	68	65	NA	41	39	NA	42	NA	69	NA		
BLACK	94	N	93	N	13	N	30	N	82	88	Y	47	37	N	87	87	NA	69	70	NA	26	NA	57	NA		
HISPANIC	97	Y	97	Y	17	N	37	N	80	85	Y	55	40	N	82	83	NA	62	63	NA	34	NA	57	NA		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	95	Y	95	Y	14	N	34	N	80	85	Y	48	36	N	84	86	NA	66	66	NA	28	NA	57	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		19	N	46	57	Y	36	25	N		NA	81	81	NA	26	NA	50	NA		
STUDENTS WITH DISABILITIES	87	N	86	N	9	N	12	N	62	71	Y	19	19	N	89	91	NA	85	88	NA	24	NA	42	NA		

# SCHOOL GRADE DATA

Dade School District MIAMI SOUTHRIDGE SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	54%	75%	22%	175	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	40%	66%			106	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within</li> </ul>

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	65% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	42%	45%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					393	
Percent Tested = 96%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SOUTHRIDGE SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	53%	79%	20%	176	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	74%			120	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	76% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	39%	55%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					423	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SOUTHRIDGE SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	43%	79%	26%	167	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	37%	59%			96	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	45% (NO)	65% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	33%	51%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					373	
Percent Tested = 96%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested