
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7731 - Miami Southridge Senior High School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: CARZELL MORRIS

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Southridge Senior High School

Miami Southridge Senior High serves approximately 3,700 students in grades nine through twelve. Located in Southern Miami-Dade County, the school serves a diverse population of students from all socio-economic levels in a large urban community. Approximately 46 percent of our students are Hispanic, 28 percent are Black, 14 percent White and 16 percent multi-racial. The Hispanic group is represented mostly by Latin Americans, with Cuba being well represented. The Black population is African-American with a marked representation of Afro-Caribbeans. The remainder of the school is represented by small pockets of students from all over the world.

Miami Southridge provides a variety of experiences that encourage the achievement of each student to his or her maximum potential. Currently, 980 students participate in 44 clubs and eight honor societies. Seniors graduating in 2004-2005 received over five million dollars in academic scholarships. Of our graduating seniors, 27 percent went on to a four year university while 47 percent went to a two year college, four and a half percent went to a vocational school and 13 percent joined the armed forces.

Miami Southridge Senior High has the motto for the 2005-2006 school year of an "A" Under Construction. The school was graded as a 'D' for two consecutive years and now earned a 'C' in the A+ Recognition Plan for the 2004-2005 school year. A reform of the school's curriculum and professional development are underway to make the necessary changes towards improvement for all of our students. After reviewing the results of the Florida Comprehensive Assessment Test (FCAT), the Volunteers Report, the 2004 System for Technology Accountability and Rigor (STaR) Profile, the 2004-2005 FITNESSGRAM Report Form, the Florida Department of Education Return On Investment (ROI) 2003-2004 Index, School-To-Career Initiative, the Pupil Progression Plan, the School Climate Survey, the School Profile, Suspension Rate information from Student Case Management, the Organizational Performance Improvement Snapshot Survey (OPIS), and the 2004-2005 School Improvement Plan (SIP), we have identified our major objectives for the year.

Given instruction based on the Sunshine State Standards students in ninth and tenth grade will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the White students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the African American students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Asian students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006

administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Students with Disabilities students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, White students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Asian students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on Sunshine State Standards tenth grade students will improve their writing skills as evidenced by 85 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Writing Test, while demonstrating improved performance by one percent as identified in the NCLB requirements.

Given instruction based in the Sunshine State Standards eleventh grade students will improve their Science skills as evidenced by the students scoring 10 points above the required mean scale score of 287.

Given the recruitment of parents, the number of volunteers for the 2005-2006 school year will improve by five percent as evidenced by the volunteer applications and sign-in rosters.

Given the interventions and alternate forms of discipline, the number of suspensions will decrease by five percent as evidenced on the 2005-2006 Student Case Management System's Executive Summary suspension reports.

Given the commitment to obtaining technology funding and to providing additional technological equipment on the school site the students and staff of the school will benefit from a five percent improvement in the amount of workstations and auxiliary equipment as well as training.

Given instruction based on the assessment component items of the FITNESSGRAM test, the school will increase its performance on the 2005-2006 FITNESSGRAM test by three percent thereby obtaining an award winner rate of 39 percent.

Miami Southridge will improve its elective offerings by adding two courses.

Miami Southridge Senior High School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2003 to the 42nd percentile on the next publication of the index.

Given the instruction based on the high school curriculum which is aligned with the Sunshine State Standards the graduation rate of 52 percent will improve by one percent as evidenced by the data in the AYP report for the 2005-2006 school year.

While keeping the students' needs in focus, the administrative team also needs to keep a pulse on the faculty and staff's needs. Per the OPIS survey results, the staff's responses show a range of 2.8 to 4.5 out of a possible high score of 5.0. One area that needs to be addressed is employee knowledge of the organization's finances. This can be improved upon by sharing the information on monetary records at meetings for all stakeholders. The second area that is one of the lowest scoring areas on the survey results, is the need for the removal of obstacles from the path of progress. In order to improve the score for this issue, the administrative team must work on being more supportive to the faculty and staff. Administrative and leadership meetings will need to be overlapped so that fruitful discussions can be made.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide 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.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Miami Southridge Senior High School

VISION

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

MISSION

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

CORE VALUES

Excellence

Integrity

Equity

Citizenship

School Demographics

Miami Southridge Senior High 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 and the original building has had several additions throughout the course of its existence. In 1993 a new science wing was added to the southwest part of the building and the Norman Gross wing was built on the northwest part of the building. Additionally, the school also has a vocational building, 12 portable buildings on the northeast side, 20 portable buildings on the southeast side of the main building and a 13 room concrete building on the Southeast portion of our campus. The utilization percentage is 137 percent and the program capacity is 2727. Renovations to the portables and the main building are constantly being made to accommodate the increasing numbers in student population, which has risen to approximately 3700 students. Other noteworthy items include: 1) the gymnasium which has been renovated and a new floor and bleachers have been installed; 2) as a part of a massive energy conservation project initiated by the Miami-Dade County Public School Board in conjunction with Florida Power & Light, new air conditioning chillers have been installed and old equipment in the air-handler units were changed and upgraded; 3) lighting fixtures have been retrofitted throughout the school, providing brighter and more energy efficient light in school; 4) sinks and toilets have been retrofitted with water-conservation equipment, which is another part of the energy conservation project.

To meet the needs of a diverse population, Miami Southridge provides Advanced Placement courses offered by the College Board to our academically advanced students and has a ninth grade academy for the remainder of ninth grade students. We enroll level I and II students in reading courses that incorporate such programs as: FCAT Explorer, Assess2Learn and Accelerated Reader. Likewise, all students who are enrolled in Algebra I and Geometry will use the Carnegie Cognitive Tutor text as well as the computer software. We provide our Limited English Proficiency (LEP) students with an ESOL certified teacher who addresses their language needs, a bilingual curriculum content class in science and social science and after school tutoring sessions in FCAT, Math, Science and Social Studies.

Approximately 20 percent of our student population is in the Exceptional Student Education program. All Special Education Students are provided an education in the least restrictive environment. Each Special Education student would follow either a regular diploma track or the special diploma program.

We also understand the importance of technology to our students for this reason we have wired our school to place a computer in each classroom. We have seven servers to support the various programs, two laptop labs, and 17 computer labs, which include an Apple Web Design Lab, SAT Prep Lab, two reading labs and a Dropout Prevention Lab, Jostens. The Compass Learning Lab addresses the needs of those students who have not succeeded in the traditional setting.

The instructional staff consists of 198 teachers of whom 101 (51 percent) are white, 44 (22 percent) are black, 51 (26 percent) are Hispanic and (1 percent) Asian/Indian. In addition there are 12 ESE aides, 21 custodians, four assistant principals and one principal. The instructional staff experiences approximately a four percent attrition. There are two staff members for the SCSJ program and one administrative ninth grade dean. The instructional program is supported by an office staff of 12 secretaries and clerks. There is one trust counselor, one occupational specialist and two full time and one part time computer specialist, and two media specialists. The audio visual program utilizes the services of one AV specialist. All instructional staff are certified in their fields.

Miami Southridge is pleased to have seven national certified teachers. The instructional staff educational credentials consist of 35 percent masters degrees, 12 percent specialists degrees, and three percent doctoral degrees.

School Foundation

Leadership:

Miami Southridge Senior High bases its decision making process on a commitment to involve all stakeholders. Consequently, the administrative team meets monthly with the leadership team. The PTSA, EESAC and student government meet each month with the principal or a member of the administrative team to discuss upcoming issues and to get the input of all who express interest in the issue at hand. Morale boosters and special events are planned for students and employees. Parents are invited to participate as well. The mission and vision of the school are shared at meetings and promoted via various forms of media to the Spartan Family.

District Strategic Planning Alignment:

The staff agrees that they are aware of the school's mission to implement the Continuous Improvement Model. Miami Southridge is one of the school's selected to participate in the District's Small Learning Communities project. This is due to the recognition of the school's success in forming academies and reaching out to the students as well as all stakeholders. The employees are a part of the decision making process, as well as the implementation of the various strategies necessary for the attainment of our goals.

Stakeholder Engagement:

For the most part, the staff either strongly agreed or agreed that they understood how their individual contributions fit in to the overall mission of the school. Southridge continues to look for and to implement team work ideas with the staff.

Faculty & Staff:

According to the results of the survey, more than half of the staff agreed that they cooperate and work as a team. The entire staff will participate in Small Learning Communities training as the year unfolds.

Each new teacher has a professional growth team which is monitored and guided by a veteran teacher. Each new teacher also attends monthly meetings where tips for success are shared with the teachers.

Data/Information/Knowledge Management:

The leadership team was trained on Snapshot, a program that is being considered by the district for FCAT data analysis. Each leadership team member has been charged with the mission of assisting the rest of the faculty with the utilization of this program. Additionally, each teacher has been trained on the SPI program. The SPI data is used during team, grade level, or departmental meetings to guide curricular discussions and decisions. Furthermore, a Small Learning Communities Coordinator has been identified and has created surveys for the staff. The results of the surveys will be used to improve the operations of the school as the year ensues.

Education Design:

The staff either strongly agrees or agrees that they are satisfied with their job(s). They are provided opportunities to participate in the school improvement plan and to make suggestions to solve problems for the customers.

Performance Results:

Miami Southridge Senior High holds to the tradition of zero tolerance for inappropriate behaviors in school; consequently, the school is one of the institutions with the highest percentage of suspensions. Teachers feel safe coming to the school and they assist the administration in monitoring the hallways and cafeteria. Behavior intervention plans have been put into place this year to help reduce the rate of suspensions. In addition to the students being constantly reminded of the "Spartan Way" and expected behaviors, parents are kept informed and are a part of the process to correct misbehaviors via the Saturday School program.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students will read on or above grade level.

Needs Assessment

Results of the FCAT Reading Test indicate that 26 percent of the ninth graders and 17 percent of the tenth graders met the state required mastery level, 50 percent have made annual learning gains and 60 percent of students scoring in the lowest 25 percent have made annual learning gains. In the African American subgroup, only 30 percent scored at the required 37 percent to be at or above grade level. The Hispanic subgroup scored 17 percentage points below the required 37 percent to be at or above grade level. The Economically Disadvantaged students scored 21 percentage points below the required 37 percent to be at or above grade level. Seven percent of the Students with Disabilities scored the required 37 percent at or above grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards students in ninth and tenth grade will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the White students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the African American students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Asian students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Students with Disabilities students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards the Limited English Proficient students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify the students in all subgroups in grades 9, 10, and 11 scoring at an achievement Level 1 and 2 of the FCAT Reading Test as delivered in AYP disaggregated data and create intensive reading courses.	Assistant Principal of Curriculum Dept. Chair for Guidance and Counseling	7/28/2005	6/3/2006
Create and offer a seventh period Intensive Reading course for all Level 1 & 2 students using Kaplan materials	Principal of Night School Assistant Principal for Curriculum	8/15/2005	4/28/2006
Implement the Comprehensive Research Based Reading Plan	Assistant Principal for Curriculum Reading Coach	7/28/2005	5/19/2006
Use the Learning 100 and Read 180 computer labs for ninth and tenth grade Students With Disabilities	Assistant Principal of Technology Special Education Dept. Chair	8/8/2005	5/12/2006

needing remediation in reading.			
Provide a Saturday School Tutoring Academy for all Level 1 & 2 students as well as any student requesting assistance in FCAT preparation.	Principal for Adult School Assistant Principal for Curriculum Saturday School Coordinator	9/3/2005	3/25/2006
Provide Small Learning Communities (SLC) training for all teachers to facilitate academy formation and discussion of student work in order to target content cluster areas of need as determined by the Reading Coach.	Assistant Principal for Curriculum SLC Coordinator Reading Coach	9/6/2005	6/2/2006
Use the Learning 100 and Read 180 computer labs for ninth and tenth grade Students With Disabilities needing remediation in reading.	Assistant Principal of Technology Special Education Dept. Chair	8/8/2005	5/12/2006

Research-Based Programs

Comprehensive Research Based Reading Plan; Read 180; State adopted text books.

Professional Development

CRISS training; Reading Strategies workshops; Small Learning Communities Training; Learning 100 training; Read 180 training

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. Other evaluations used throughout the year will be interim assessments (Oral Reading Fluency Measure), tutorial pretests and posttests, Read 180 tests, and Departmental Midterm and Final examinations.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students will demonstrate improved performance in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics test indicate that 45 percent of students have met the state required mastery level and that 68 percent have made annual learning gains.

The African American subgroup scored 15 percentage points below the required 44 percent to be at or above grade level. The Economically Disadvantaged subgroup scored 10 percentage points below the required 44 percent to be at or above grade level. The Limited English Proficient students scored 26 percentage points below the required 44 percent to be at or above grade level. The Students With Disabilities subgroup scored 33 percentage points below the required 44 percent to be at or above grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, ninth and tenth grade students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, White students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Asian students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their Mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after school tutorial assistance to students in all AYP subgroups who have not passed the FCAT Mathematics section of the test.	Assistant Principal for Curriculum	8/15/2005	5/18/2006
Provide training for mathematics teachers on the infusion of technology into the classroom.	Assistant Principal for Technology Mathematics Department Chair	7/25/2005	5/26/2006
Offer a seventh period FCAT Mathematics Intensive course to Level 1 & 2 students.	Principal for Adult ed Assistant Principal for Curriculum	8/15/2005	4/28/2006
Provide a Saturday School FCAT Tutoring Academy to Level 1 & 2 students	Principal for Adult Education Saturday School Coordinator Assistant Principal for Curriculum	10/8/2005	4/28/2006
Use the Carnegie Cognitive Tutor program weekly in Algebra I and Geometry classes	Assistant Principal of Technology Math Department Chair	8/8/2005	5/5/2006

Utilize a countdown to FCAT calendar in all Algebra I and Geometry courses to address the tested strands and to guide cross-curricular planning.	Assistant Principal for Curriculum Mathematics Dept. Chair	8/4/2005	5/23/2006
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Research-Based Programs

Riverdeep; State Adopted text books

Professional Development

Cognitive Tutor training; Riverdeep Refresher training; Reading Strategies Workshops; Graphing Calculator Training; Student Performance Indicator (SPI) training.

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. Other evaluations used throughout the year will be pretests and posttests for tutorial programs, assessment tools from the Kaplan resource packets, Data Analysis, and Departmental Midterm and Final Examinations.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results from the 2005 FCAT Writing test indicate that 84 percent of the students met the state required mastery level. The percentage of all subgroups making a one percent improvement also dropped between two and five percentage points.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on Sunshine State Standards tenth grade students will improve their writing skills as evidenced by 85 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Writing Test, while demonstrating improved performance by one percent as identified in the NCLB requirements.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide writing workshops for all teachers so that they can implement the FCAT writing style across the curriculum.	Assistant Principal for Curriculum Department Chairpersons	7/28/2005	5/23/2006
Ensure that all Language Arts teachers are using formulaic writing to build writing skills.	Assistant Principal for Curriculum Language Arts Department Chairs	7/28/2005	5/23/2006
Improve writing skills by utilizing the "Word of the Day" program to increase vocabulary and reading proficiency.	Assistant Principal for Curriculum Reading Coach Language Arts Department Chair	8/8/2005	5/18/2006
Provide after-school writing workshops to students in need of assistance to develop their writing skills.	Assistant Principal for Curriculum Language Arts Department Chair	8/8/2005	2/24/2006
Utilize department meetings to discuss student work and make pedagogical changes.	Assistant Principal for Curriculum Department Chairpersons	8/4/2005	5/9/2006
Provide training on the usage of the Holt, Rhinehart, and Winston's online essay scoring program	Assistant Principal for Curriculum Language Arts Department Chair Assistant Principal of Technology	8/4/2005	3/3/2006
Use SPI data and Florida Writes practice scores to enable analysis of the on-going progress of the students.	Assistant Principal for Curriculum Language Arts Teachers	8/8/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

Training on Holt, Rhinehart, and Winston Essay Scoring Program

Workshops on formulaic writing

SLC training to discuss student work

Edusoft Training

Evaluation

This objective will be evaluated by the results of the 2006 Florida Writes. Other evaluations used throughout the year will be bi-monthly writing prompts, interim assessments, midterm and final examinations.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Improve the scientific knowledge of all students.

Needs Assessment

Results on the 2005 Science FCAT test indicate that the percent of items answered correctly dropped by four percent from the prior year, most specifically in the sections of Earth Space Science, Life/Environmental, and Scientific Thinking.

Measurable Objective

Given instruction based in the Sunshine State Standards eleventh grade students will improve their Science skills as evidenced by the students scoring 10 points above the required mean scale score of 287.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use CRISS strategies across the curriculum in Science	Assistant Principal for Curriculum Reading Coach	8/4/2005	5/18/2006
Incorporate the use of Science FCAT type questions on weekly assignments	Science Department Chair	8/8/2005	5/18/2006
Use Sciencesaurus Resource books as a tool	Assistant Principal for Curriculum Science Department Chair	8/8/2005	5/18/2006
Train all Science teachers on FCAT strands within Earth Space, Biology, Physical Science, and Chemistry.	Science Curriculum Specialist	8/4/2005	5/12/2006
Incorporate the use of graphing calculators and probes as scientific instruments for graphing data.	Science Department Chair	8/4/2005	5/18/2006
Provide the teachers with training on LCD projectors/ Smartboards, Schoolpads, and the Power Point program	Vendors; Instructional Support Specialist	8/2/2005	5/12/2006

Research-Based Programs

State adopted Science text books; Riverdeep.

Professional Development

Graphing calculator training; FCAT practice exercises; Workshops on LCD projector/ Smartboards, and School Pads.

CRISS Training; AIP training; Edusoft Training; SPI training.

Evaluation

The objective will be evaluated by the results of the 2006 FCAT. Other evaluations to be used will be Quarterly District approved Assessments, and Departmental Midterm and Final examinations.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Miami Southridge faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental attendance has been steadily decreasing each year. Many parents are single parents who work one or more jobs and have the added responsibilities of younger children in the home. The addition of a career specialist, who is well known in the community, to our staff should help to address the parental involvement process.

Measurable Objective

Given the recruitment of parents, the number of volunteers for the 2005-2006 school year will improve by five percent as evidenced by the volunteer applications and sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of informational literature mailed to parents.	Assistant Principal for the PTSA PTSA President	7/28/2005	6/2/2006
Advertise the need for PTSA members and volunteers at Recruitment Events	Assistant Principal for Curriculum	7/28/2005	6/2/2006
Provide recognition ceremonies for the volunteers and PTSA members	Assistant Principal for the PTSA	7/28/2005	6/2/2006
Plan student awards during PTSA meetings	Assistant Principal for Curriculum PTSA President	7/28/2005	6/2/2006
Provide Open House Parent Grade Book Viewer Training	Assistant Principal for Curriculum Grade Book Manager	9/27/2005	9/27/2005
Announce PTSA meetings on website, on WSHR, in Neighbors newspaper and in Principal's newsletter.	Assistant Principal for Technology and Assistant Principal for PTSA	7/28/2005	6/2/2006
Increase parental involvement by utilizing the Parent Academy and the Parent Resource Center.	PTSA President Assistant Principal for the PTSA	7/28/2005	6/2/2006
Utilize Telesoft phone service to invite parents to school sponsored activities and to notify them of pertinent information.	Administrative Team	7/28/2005	5/24/2006

Research-Based Programs

National Standards for PTA

Professional Development

Provide workshops for parents on College Preparation

Workshops on Parent Grade Viewer

Parent Academy

Evaluation

The objective will be evaluated by an increase in parental involvement based on workshop attendance rosters, PTSA membership rosters, and the volunteer database.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Based on the Student Case Management System's Executive Summary for the School Year 2004-2005, the number of Code of Student Conduct violations at Southridge exceed the district average.

Measurable Objective

Given the interventions and alternate forms of discipline, the number of suspensions will decrease by five percent as evidenced on the 2005-2006 Student Case Management System's Executive Summary suspension reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand the Saturday School program and offer that recourse in lieu of Outdoor Suspension.	Assistant Principal for Discipline Administrative Coordinator for Saturday School Program	8/20/2005	5/13/2006
Provide teachers with classroom management courses.	Department Assistant Principals	8/4/2005	5/26/2006
Organize support systems for teachers to work together to provide alternative setting for disruptive students for the particular class period.	Assistant Principal for Discipline Department Chairs Grade Level teams	8/4/2005	5/22/2006
Provide Peer Mediation intervention	Department chair for Guidance Trust Counselor	8/15/2005	5/19/2006
Provide Parents with information on the school's expectations and policies via PTSA meetings, the school's website, and the students' handbook.	Assistant Principal for the PTSA Assistant Principal for Curriculum	8/8/2005	5/22/2006

Research-Based Programs

N/A

Professional Development

TEC offered Classroom Management Courses

Workshops offered by CRISIS intervention specialist

Critical Incident Response Plan workshop

Evaluation

The Executive Summary Report provided by OIT will be used to compare the 2005-2006 suspension data to the previous school year's results.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas

Needs Assessment

Results of the 2004 System for Technology Accountability and Rigor (STaR) School Profile indicate that of the fifteen categories, the school is below the district and state average in the areas of technology and support, funding, teacher and student access to technology and 21st Century Learning Tools. In addition, although each classroom has a computer with internet access, more computers need to be purchased to provide additional workstations for student use.

Measurable Objective

Given the commitment to obtaining technology funding and to providing additional technological equipment on the school site the students and staff of the school will benefit from a five percent improvement in the amount of workstations and auxiliary equipment as well as training.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide additional workstations for teachers and students	Assistant Principal for Technology	7/11/2005	6/30/2006
Purchase LCD projectors, SmartBoards, School Pads, laptop labs, and programs with licenses	Assistant Principal for Technology Business Manager	7/11/2005	6/2/2006
Provide inservices for the teachers and parents	Assistant Principal for Technology Instructional Computer Specialist	8/2/2005	5/12/2006
Attend technology conferences to broaden the knowledge base of 21st Century Learning tools	Principal Assistant Principal for Technology	10/3/2005	5/26/2006
Ensure that technical support is provided in a timely fashion to customers.	Assistant Principal for Technology Business Manager Media Specialist	7/11/2005	6/2/2006

Research-Based Programs

N/A

Professional Development

Vendor workshops; On site grade book training sessions provided by the Grade Book Manager; Technology Conferences

Evaluation

This objective will be evaluated based on the results of the 2005 STaR school Profile report, as well as the report from the Excelsior Grade Book.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Results of the 2004-2005 FITNESSGRAM test indicate that 36 percent of the students scored at award winner levels.

Measurable Objective

Given instruction based on the assessment component items of the FITNESSGRAM test, the school will increase its performance on the 2005-2006 FITNESSGRAM test by three percent thereby obtaining an award winner rate of 39 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide individual instructional sessions for students based on the action plan.	Assistant Principal for Physical Education Department Head of Physical Education	8/8/2005	4/28/2006
Complete pre-test and post-tests and compare the data in order to take measures for improvement.	Department Chair for Physical Education	8/8/2005	3/31/2006
Organize interclass and school wide competitions.	Assistant Principal for Physical Education Department Chair for Physical Education	8/8/2005	3/31/2006
Attend Fitness Gram workshops	Department Chair for Physical Education	8/4/2005	5/26/2006
Monitor the physical education program to be sure that activities selected are related to assessment components.	Department Assistant Principal	8/8/2005	5/18/2006
Complete research papers on FITNESSGRAM related activities.	Department Chair for Physical Education	8/8/2005	3/31/2006

Research-Based Programs

N/A

Professional Development

FITNESSGRAM workshops

CPR training

Fitness Workshops

Evaluation

The objective will be evaluated based on the progress of quarterly assessments, FITNESSGRAM, and other teacher made assessments.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

A review of the master schedule for the 2004-2005 school year indicates that additional courses are needed for an expansion of the elective programs at Miami Southridge Senior High in order to help all students achieve the best education possible.

Measurable Objective

Miami Southridge will improve its elective offerings by adding two courses.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a larger performing arts program	Assistant Principal for Curriculum Department Chair for Performing Arts	2/1/2005	4/28/2006
Work with the feeder pattern middle schools to recruit students for the performing arts program.	Assistant Principal for Curriculum Department Chair for Performing Arts	10/3/2005	3/31/2006
Arrange for middle school students to visit the school to view our location and programs	Assistant Principal for Curriculum Lead teacher Department Chair for Performing Arts	10/3/2005	3/31/2006
Involve parent organizations with the planning and coordination of events.	Performing Arts Sponsors PTSA President	8/4/2005	5/26/2006
Improve the number of community events that our performing arts students participate in.	Department Chair for Performing Arts Performing Arts Teachers	8/8/2005	5/23/2006

Research-Based Programs

N/A

Professional Development

District and Region workshops
Small Learning Communities
Secondary School Reform Summit

Evaluation

This objective will be evaluated based on the 2006-2007 Curriculum Bulletin and Master Schedule.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Miami Southridge Senior High will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that for 2003, Miami Southridge Senior High ranked at the 41st percentile on the State of Florida Return On Investment (ROI) Index.

Measurable Objective

Miami Southridge Senior High School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 41st percentile in 2003 to the 42nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students tested by providing attendance incentives	Assistant Principal for Attendance Department Chair for Guidance	2/6/2006	3/17/2006
Become more informed about the use of financial resources in relation to school programs	Principal Assistant Principal for Curriculum	7/28/2005	6/2/2006
Collaborate with the district on resource allocation	Principal Business Manager	7/11/2005	7/10/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e-g private foundations, volunteer networks	Assistant Principal for Attendance Department Chair for Guidance	7/11/2005	7/10/2006
Consider shared use of facilities, partnering with community agencies	Assistant Principal for Facilities Activities Director	7/11/2005	7/10/2006

Research-Based Programs

N/A

Professional Development

District Workshops

Evaluation

On the next State of Florida ROI index publication, Miami Southridge Senior High School will show progress toward reaching the 42nd percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 11 STATEMENT:

All students will graduate from high school within a four year period.

Needs Assessment

Results of the Florida Department of Education Adequate Yearly Progress (AYP) Report indicate that 52 percent of the students graduated in 2005. This is a decrease of three percent from the previous year.

Measurable Objective

Given the instruction based on the high school curriculum which is aligned with the Sunshine State Standards the graduation rate of 52 percent will improve by one percent as evidenced by the data in the AYP report for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete the SSR Readiness Profile with the leadership team	Leadership Team	9/19/2005	9/30/2005
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Leadership Team Assistant Principal for Curriculum	8/4/2005	5/26/2006
Review career education programs/academies with the school community	Leadership Team Assistant Principal for Curriculum	9/7/2005	5/26/2006
Review SSR Readiness Profile baseline data	Principal Leadership Team	10/3/2005	5/26/2006
Attend the National Academy Foundation (NAF) Leadership Summit	Principal Leadership Team	11/2/2005	11/3/2005
Research community partnerships associated with career/academy theme	Leadership Team Assistant Principal for Curriculum	7/28/2005	2/24/2006
Develop a master schedule to accommodate the required courses for the career academy or small learning community	Assistant Principal for Curriculum Leadership Team	9/6/2005	3/31/2006

Research-Based Programs

Secondary School Reform (SSR) Framework

Professional Development

Secondary School Reform Summit

Leadership Summit

Curriculum Workshops

College and State University Admissions workshops

Small Learning Communities

Evaluation

This objective will be evaluated by the No Child Left Behind (NCLB) Act Adequate Yearly Progress (AYP) Report.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended that the discretionary budget support the Library purchases and curricular materials requested by the departments.

Training:

The EESAC recommended that all staff participate in District and school site differentiated instruction trainings, Advanced Placement workshops, and Small Learning Communities trainings. Furthermore, the EESAC supports the vertical teaming that is taking place with Southridge and the middle schools within its feeder pattern.

Instructional Materials:

The EESAC recommended that use of state adopted text books and resource materials with the understanding that specific attention should be given to low readability and high concept materials to facilitate ESOL instruction and Intensive Reading.

Technology:

The EESAC recommended the purchase of two laptop labs to improve students' access to technology. They also recommended the continuation of teacher training sessions for the Excelsior gradebook program, Microsoft Outlook e-mail, and other auxilliary tools such as Smartboards and School Pads.

Staffing:

The EESAC recommended that a Reading coach be hired to work with all teachers on differentiated instruction and specific reading strategies. The EESAC also recommended that a Small Learning Communities (SLC) coordinator be selected to facilitate the implementation of the SLC method.

Student Support Services:

The EESAC recommended that the counselors continue to visit classrooms and present information specific to the particular grade levels.

Other Matters of Resource Allocation:

The EESAC recommended that the funds provided by the "I Choose" program be utilized for Vertical Teaming with the feeder pattern middle school Science, Language Arts, and Social Studies teachers.

Benchmarking:

The EESAC recommended the continuation of grade level and subject area teams for the school. The groups should meet to discuss subject matter timelines and cross-curricular connections.

School Safety & Discipline:

The EESAC recommended the continuation of Saturday School as an alternative to suspension.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent