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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 7701 - South Dade Senior High School

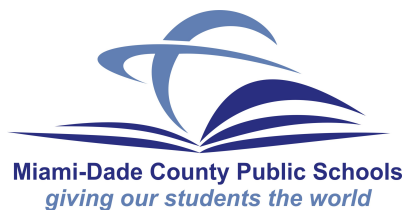
*FeederPattern:* South Dade Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Mark Mijuskovic

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *South Dade Senior High School*

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South Dade Senior High is a school with a rich history and a unique demographic profile. Prior to the morning Pledge of Allegiance, the school's alma mater is played, a tradition that likely pleases prominent alumni who still attend the football games and have an active interest in the school's welfare. This pride extends across racial, ethnic, and socioeconomic lines as today's generation of Buccaneers are predominantly composed of White, African-American, Hispanic, and Mexican migrant students. Despite their differences in backgrounds and lifestyles, they display a sense of school pride that belies the D-grade moniker that has been haunting South Dade for the past five years. With this in mind, several school stakeholders have taken part in designing a comprehensive School Improvement Plan featuring the following objectives:

Given instruction using the Sunshine State Standards (SSS), 51% of students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Black students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Hispanic students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of SWD students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of LEP students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Economically Disadvantaged students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 56% of students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

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Given instruction using the Sunshine State Standards (SSS), 56% of SWD students in grades 9 and 10 will

score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), 56% of LEP students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), 56% of Economically Disadvantaged students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using Sunshine State Standards, 85% of students in grade 10 will score 3.5 or higher as documented by scores of the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent of students in the 11th grade will score a Level 3 or higher on the 2007 FCAT Science Test.

Given the school-wide emphasis for improved parent participation, the school will increase communication between the school and home. The school will increase attendance at all school events by 10 percent as compared to the 2005-2006 school year.

Given the need to provide a safe learning environment the school will reduce the number of suspensions by five percent as documented by the Student Case Management Executive Summary Report of 2005-2006 compared to the 2006-2007 Report.

Given the emphasis on the use of technology by students and faculty, the use of technology across the curriculum to disaggregate data will increase by ten percent over the previous years.

Given instruction using the Sunshine State Standards, students in personal fitness courses will reach a health level of physical fitness as evidenced by a five percent increase of the students passing the 2007 FITNESSGRAM.

There will be an increase in the number of elective offerings and Advanced Placement course offerings by one course as compared to the offerings available the previous year.

South Dade Senior will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2005 to the 52nd percentile on the next publication of the index.

Given the use of the Continuous Improvement Model and components of the Secondary School Reform the graduation rate will increase by at least ten percent as reflected in the Adequate Yearly Progress Report for 2006 - 2007.

The performance results item, although above average was the lowest scored item at a 4.0 out of 5 points. The administration will place emphasis on this item throughout the school year. Staff will feel empowered, have resources available to them, and will have feedback on processes in order to improve the quality of service provided to students. In order to increase the score on this item, the administration will emphasize the importance of professional development and data driven instruction. The second lowest item on the OPIS is in the area of Business Results. This results of this area indicates a high level of job satisfaction and pride in work. The item scored a 4.0 of 5 points, the area of understanding the organization's financial picture, time usage, removal of potential constraints to job performance, maintenance of high standards and ethics, and addressing community needs are all above average. In order to improve the score on this item, the principal will provide information on the school's finances to the staff and to EESAC.

# 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.

## **South Dade Senior High School**

### VISION

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

### MISSION

The administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

## CORE VALUES

Honesty  
Integrity  
Respect  
Fairness  
Kindness  
Citizenship  
Cooperation  
Responsibility  
Excellence

## *School Demographics*

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South Dade Senior High opened in 1953 at 28401 SW 167th Avenue, Homestead, Florida. Current enrollment is approximately 2754 in a ninth through twelfth grade configuration. The school is located in an area that is primarily agricultural and multicultural with a below-average socioeconomic base as evidenced by over 55 percent eligible free and reduced lunch. The school's Exceptional Student Education Program's enrollment is at 620 students while 192 students are identified as English for Speakers of Other Languages (ESOL).

This school employs a total of 215 full-time staff members. Of this group, there are five administrators, two Deans of Students, 37 ESE teachers, three English for Speakers of Other Languages (ESOL) teachers, two media specialists, one reading coach, one writing coach, and five counselors. Their mission is supported by 20 full-time and part-time custodians, 10 full-time and part-time clerical workers, 16 full-time and part-time cafeteria workers, seven full-time security monitors, and four part-time security monitors. Of the instructional staff, 15 percent are new to this school, with the average length of time teaching in Florida being 12 years. Thirty-two percent of the instructional staff hold advanced degrees. Our staff is also ethnically diverse. Of our five administrators, two are white, one is black, and two are hispanic. Of our full-time staff as a whole, 52% are white non-Hispanic, 25% are black non-Hispanic, 22% are Hispanic, and two percent are Asian/American Indian.

The diverse student population reflects that of the community and Miami-Dade County – 20 percent white non-Hispanic, 23 percent black non-Hispanic, 54% Hispanic, and 2 percent Asian/Indian/Multiracial. Twenty percent are students with special needs and seven percent are ESOL students. In student attendance, South Dade ranks last in all non-zone senior high schools. Thirty-three percent of the students have serious attendance problems (over 20 days). The student mobility index is 34 percent.

South Dade's aging campus has features that speak to its uniqueness and attest to its constraints. The school is located on 60 acres in unincorporated Miami-Dade County. Although not within the city limits of Homestead, power is received from the city's utility. On the property is a 970-seat auditorium for school and community events, a lighted baseball field, a regulation softball field, competition track oval which has a regulation soccer field inside, and a one-acre tropical fruit grove. Construction has been started on the 20 acres to the south of the school to replace the 53-year-old building. Classes are held in an open campus design with patios and outside walkways separating wings of the building, which makes it hazardous during inclement weather. In addition, there are 19 portables used for classrooms. Within the last two years, all classrooms and offices have been networked, but due to the limitations of the aging facility, any new technological changes require major expense and retooling. The Media Center boasts 38 computers and an extensive collection of new titles as well as the Accelerated Reader program. In addition, there is one technology lab, a mathematics lab, a biomedical lab, an auto mechanics shop, and three business technology education labs. TV Production students broadcast each day from their own TV studio, but the existing equipment is antiquated. Recent improvements have brought the facility into compliance with the district and state fire and safety codes, but the changes have narrowed hallways and caused massive congestion as students move between classes. Miami-Dade County's South Dade Park and Pool are across the street from our property on the east side. This year, housing developments continue to be built on the once agricultural fields adjacent to the southern perimeter of the school as well as directly across the street from the school to the west. These new developments are causing serious traffic problems during the peak drop-off and pick-up times. Because of the "Replacement School Analysis Report" prepared by Brown & Brown, Architects, South Dade will be demolished and replaced with a new building currently being built at the corner of SW 167th Avenue and 288th Street. The new buildings will not only relieve problems related to the aging structure of the current buildings, it will also relieve future population problems. There is currently a housing boom occurring in the southern end of Miami-Dade County that will require the creation of new seats within the high school. The new facility will house approximately 3641 student stations as compared to our current 2437 student stations. The site of the former South Dade High will be converted to agricultural use to support the school's agricultural program.

South Dade Senior High features numerous programs catering to its diverse needs population. The Migrant Education Program

serves the migrant student population. Severely Emotionally Disturbed (SED) students are enrolled in the Bertha Abess program on the campus. The Miami-Dade Community College Service Learning Program and Florida International University's Gear-Up Homestead provide tutors during the school day and after school for students. After-school tutoring is available through the faculty and through the Stay-in-School program. An in-school pull out intensive tutoring program has been created to focus on students who scored a Level 1 or Level 2 score on the FCAT examination in Math or Reading. We have a Reading Coach, a Writing Coach, and a Math Coach for this purpose along with a paraprofessional staff dedicated solely to this task. In addition, students that scored at a level 3 or 4 have been identified and addressed through individual instruction. These students are given skills Additional in-school counselors are: Stay-in-School, Department of Juvenile Justice Counselor, ESE Transition Specialist, school psychologist, Migrant Education Program, TRUST Counselor, Career Specialist, and CAP Advisor. At-risk students have the opportunity to enroll at the Ombudsman off-campus education center. To be Title IX compliant, South Dade fields junior varsity and varsity teams in all major sports for boys and girls, and offers most minor sports.

The school makes numerous efforts to reach out to its community. South Dade High School has very active football, band, baseball, basketball, swim team, and JROTC parent booster clubs. The membership of our PTSA is growing, and is made up of active and involved parents. Key dates and announcements are displayed on the school's website. Additionally, the school newspaper, The South Dade Scene, publishes the monthly calendar and announcements of upcoming events. The local newspaper is cooperative in community activities, and student club members participate in local community organizations. The Agriscience Department sponsors the AG safety seminar for farm workers each year, and South Dade Adult classes are offered year round (GED, auto mechanics). Agriscience, Trade and Industrial, technology, and Child Care students from South Dade participate each year in the Dade County Youth Fair. The Agriscience Department has strong ties with the University of Florida Extension Service and Tropical Research station. The Biomedical Academy is actively involved with Baptist Homestead Hospital and Patches. These facilities provide clinical experience and internship for our students. Our Culinary Institute, Information Technology Academy, and Fine Arts Department all participate in district and state competitions.



# *School Foundation*

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## ***Leadership:***

OPIS measurements regarding the Leadership item scored at 4.3 out of a 5 point scale. Communication of school goals and provision of the structure in which to achieve them is clearly defined to staff members. Organizational members feel privy to the information and procedures that drive the practices within. Furthermore, the overall atmosphere is viewed as one that is conducive to performing assigned duties.

## ***District Strategic Planning Alignment:***

The Strategic Planning subcategory data indicates that there is a good understanding of how organizational goals affect job atmosphere. The item was rated at a 4.0 of 5 points. Administration values and respects stakeholders' input and ideas, constantly promoting student achievement.

## ***Stakeholder Engagement:***

Based on the analysis of the results of the Organizational Performance Improvement Self Assessment Survey (OPIS), the customer and market focus item scored a 4.2 of 5 points.

Communication is a hallmark whereby needs are articulated, and there is receptiveness to constructive criticism. Furthermore, there is an apparent element of trust evidenced in that community members feel liberated to exercise their respective problem solving abilities.

## ***Faculty & Staff:***

The Human Resource Focus item scoring a 4.0 of 5 points suggests that while employees cooperate among each other and are open-minded to making self improvements, they feel slightly less positive regarding whether or not they are valued by the organization. Similarly, stakeholders view the affective domains reserved for job performance recognition and opportunities for advancement as above average.

## ***Data/Information/Knowledge Management:***

The Measurement, Analysis, and Knowledge Management portion of the OPIS survey indicates that stakeholders understand how to quantify their efforts. There is introspection and a proactive approach to the extent that changes are made to existing practices as analysis dictates. These measurements are closely-tied to school improvement plans, a body of knowledge that most view as accessible.

## ***Education Design:***

The Business Results end of the OPIS spectrum indicates a high level of job satisfaction and pride in work. The item scored a 4.0 of 5 points, the area of understanding the organization's financial picture, time usage, removal of potential constraints to job performance, maintenance of high standards and ethics, and addressing community needs are all above average.

## ***Performance Results:***

Process management data indicates generally favorable sentiments. This item scored at a 4.0 of 5 points. The process for doing work, available resources, a feeling of being in control, and being able to access feedback regarding quality of work all are above average.

## 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 type="checkbox"/>

### **GOAL 1 STATEMENT:**

All students at South Dade Senior High will be able to read on or above grade level, thus creating literate members of society.

### **Needs Assessment**

Data indicates the number of students in grade nine who scored a Level 1 decreased by seven percentage points, however, 51 percent continue to be Level 1 indicating further remediation is necessary. Data results also indicate the number of students in ninth grade who scored at Level 2, increased from one year to the next, 23 percent to 31 percent. The percentage of ninth grade students scoring at Level 3 or above remains consistently low at eighteen percent, creating the need for additional enrichment activities. The percentage of tenth grade students scoring at Level 3 or above is 15 percent.

Data indicates that our subgroups, Blacks, Hispanic, SWD, and LEP are well below the state objective of 44 percent. This objective will be increased to 51 percent for the 2007 test, indicating a need for improvement. Specifically, both our 9th and 10th grade students need intervention in the content areas of words/phrases, main idea/purpose, comparisons, and reference/research. Ninth grade scores of 25%, 45%, 50%, and 45% correct (respectively) shows a need for drastic improvement in all areas. Tenth grade scores of 50%, 56%, 54%, and 50% correct also show a need for intervention if the students are to be successful on the FCAT examination.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards (SSS), 51% of students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Black students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Hispanic students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of SWD students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of LEP students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), 51% of Economically Disadvantaged students in grades 9 and 10 will score a Level 3 or above on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide curriculum initiatives.	Principal, Assistant Principal of Curriculum, All instructional personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Home-Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas.	Assistant Principal of Curriculum, Home Language Assistance teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate the ten minute Opening Bell Ringers (OBR) into the daily lesson for each core content area.	Assistant Principal of Curriculum, Content Area teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Accelerated Reader program to all ninth and tenth grades students thru Language Arts.	Assistant Principal of Curriculum, Reading Coach, Media Specialist, Language Arts teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Schedule classes into the media center to utilize the computer for reading, such as research/reference.	Assistant Principal of Curriculum, Reading Coach, curriculum teachers, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Professional Development will be provided in the following areas: Accelerated Reader, curriculum mapping, block scheduling, best	Assistant Principal for Curriculum, Reading Coach, Curriculum Council	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

practices, independent reading strategies, CRISS, and inclusion co-teaching training.					
Identify all ninth, tenth, eleventh, and twelfth grade students scoring at FCAT Achievement Level 1 and Achievement Level 2 students and schedule those students into annual intensive reading classes utilizing the state adopted textbook, Sourcebook. Differentiated instruction will be implement using the following resources: Read 180, Sour to Success, Ellis, SRA, and FCAT Explorer.	Assistant Principal of Curriculum, Reading Coaches, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Schedule Intensive Reading Plus classes for ninth and tenth grade students who need remediation in phonics utilizing the Language Program.	Administrative Team/Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Use of differentiated instruction to address the needs of Level 3 or higher and AP students. Use of Accelerated Reader tests, Prentice Hall textbooks, open ended research, and open ended discussions.	Individual Teachers, Curriculum Council, and Assistant Principal of Curriculum.	8/14/2006	8/30/2007	District Strategic Plan	\$0.00
Implement the use of an Instructional Focus Calendar while addressing the CIM for all Language Arts teachers to follow that will schedule assessments to target FCAT benchmarks.	Reading Coaches, Reading teachers, Language Arts teachers, Language Arts Department Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$600.00
Encourage reading in content area classes by providing the USA Today and Miami Herald in order to provide additional opportunities to enhance reading skills. These materials are provided at no cost to the school through community donations.	Assistant Principal of Curriculum, Reading Coach, Content Area teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Hire a para-professional to implement the program; expand and identify the top 10% and lowest 25% of ninth and tenth grade students scoring FCAT Levels 1-4 and provide pull-out tutoring to target words and phrases, reference and research, and other content clusters.	Assistant Principal of Curriculum, Reading Coach, Pull-out personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$16000.00

## **Research-Based Programs**

Prentice-Hall - Language Arts  
Source Book – Intensive Reading Classes  
Read 180- ESE Reading  
Soar to Success- Intensive Reading  
Ellis –ESOL  
Plato- ESOL  
Kaplan K-12 Learning Series  
SRA  
Accelerated Reader

## **Professional Development**

The South Dade Senior High Individual Professional Development Plans are aligned to the school, district, and state reading goals. Examples of professional development the staff will be provided the opportunity to attend are:

Accelerated Reader,  
Curriculum mapping,  
Reading block schedule ,  
New Teachers Cadre meetings,  
Reading teachers meetings to share best practices to enhance students' reading comprehension,  
Pinnacle Electronic grade book training,  
Technology across the curriculum,  
Independent Reading strategies,  
Inclusion Co-teaching, Training for reading teachers for using the DAR and MAZE assessments,  
and CRISS(Creating Independent through Student-owned Strategies).

## **Evaluation**

The 2007 FCAT Reading Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher- made assessments.

## 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
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### *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:***

Our goal is to provide all students with the necessary fundamental mathematical skills to adequately function in a technologically advanced, highly competitive, global society.

### ***Needs Assessment***

The number of students in grade nine scoring at Level 3 or above is equivalent to 30 percent. Students in grade ten scoring at Level 3 or above is equivalent to 37 percent. Seventy percent of students at Level 1 or Level 2 in ninth grade and 62 percent at Level 1 or Level 2 in tenth grade clearly indicates a need to target a larger audience for ancillary instructional activities such as pullout tutoring or before/after school tutoring so that the required 56% of our students can reach a Level 3 on the 2007 FCAT Mathematics Examination. Some of these activities will be tailored to those who are at Level 3 or above so that gains from Level 3 to Level 4 and Level 4 to Level 5 may also be made.

Aside from the White population, all subgroups performed below the Level 3 threshold. Marked improvements are needed among all subgroups which include Students With Disabilities, Limited English Proficiency, African Americans, Economically Disadvantaged Students, and Hispanics whom only achieved 22%, 18%, 21%, 28%, and 33% respectively out of last years 50% requirement for scoring above grade level. This offers evidence of a need to further educate teachers regarding specific learning styles of various students through Differentiated Teaching.

Current cluster scores in mathematics indicate that ninth grade students are most deficient in the Measurements and



Geometry clusters with respective percentages of correct answer of 29% and 27%. For tenth graders the data indicates that the students were most deficient in the Geometry and Algebraic Thinking clusters with percentages of 29%. In addition, there is sufficient evidence that as students move from ninth grade to tenth grade, significant losses were made in the Algebraic Thinking and Data Analysis strands. In ninth grade, students scored 40% while in tenth grade they scored 29% for Algebraic Thinking. In the Data Analysis strand, ninth graders scored 50% while in tenth grade they scored 36%. This is crucial data indicating that algebraic thinking and data analysis skills need to be reviewed in depth in the geometry classes.

NCLB SUBGROUP TARGET

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

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## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor and place students in danger of failing on weekly progress reports while maintaining parental contact to include Students with Disabilities.	ESE Curriculum Leader, Student Services	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct monthly department meetings to develop teacher made assessments to monitor student progress.	Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct professional development for teachers on how to analyzing student's progress by utilizing state adopted textbook assessments.	Administrative Team, Math Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the enrollment of students FCAT levels 1 and 2 in Intensive Math classes.	Administrative Team, Math Department Chair, Math Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using SPI, Math teachers will focus on the two weakest strands and provide concentrated, differentiated instruction.	Math Departments	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Simulate FCAT type questions utilizing the SSS Item Specs to establish familiarity and acquire skills set forth by the SSS Benchmarks.	Math Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Math Honor Society members in an after school tutoring program that will emphasize the inclusion of present Level 1 and Level 2 ninth and tenth graders.	Math Honor Society Sponsor.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Gizmos as a supplemental teaching tool to reinforce mathematical concepts as outlines by the SSS.	Math Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$12000.00
Coordinate a pull-out program for the lower 25% and upper 15% of ninth and tenth grade students on the school's FCAT'S Ranking List.	Administration Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize performance-based activities incorporating the use of manipulatives supplied by textbook publishers, problem-solving, critical thinking, communication skills, and technology to improve critical thinking skills.	Math Teachers/Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Edusoft to analyze data on a quarterly basis in order to monitor student progress within the five strands in the mathematics: number sense, measurement, geometry, algebraic thinking and data analysis.	Math Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assist teachers in advanced courses to identify students scoring at a Level 3 or higher in order to maintain or improve the number of students achieving high standards.	Math Honor Society Sponsor, Math Department Chairperson, AP Math Instructors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement curriculum maps and instructional focus calendars from the CIM for Algebra 1, Geometry, and Intensive Math courses (McDougal Littell).	APC/Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Researched based programs such as state adopted series published by McDougal Littell are used to facilitate instruction and ensure student progress by correlating the series with the SSS.

## **Professional Development**

SSS Item Specifications

Student Performance Indicators

Implementing Technology in the classroom (Calculator use)

Data Driven Instruction (Differentiated Teaching)

Edusoft

Gizmos

Content Area training for ESE teachers

## **Evaluation**

The FCAT will be used as the ultimate assessment tool to evaluate the SIP in the area of mathematics. Additional quarterly assessments provided by the Math Department utilizing Edusoft will be utilized to monitor student progress throughout the year.

## 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*

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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:**

Our goal is to provide all students with the necessary writing skills to function in a technologically advanced, highly competitive global society.

### **Needs Assessment**

Data from the 2006 FCAT Writing Assessment indicates that 63% of tenth grade students at South Dade High School met high standards in writing by scoring above a 3.5. Although expository writing showed improvement this year, further examination of test scores and trends over a five year period showed that mean test scores have declined from a 3.7 to a 3.5 in expository writing and from a 3.7 to a 3.3 in persuasive writing. All subgroups, except students with disabilities, decreased in performance as evidenced in the percentage of students that improved writing performance by 1%. The most significant decrease was seen in Limited English Proficiency students who dropped from 60% to 44%. A careful analysis of the data clearly indicates the need for intensive writing instruction across the curriculum for all students.

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

## Measurable Objective

Given instruction using Sunshine State Standards, 85% of students in grade 10 will score 3.5 or higher as documented by scores of the 2007 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop writing prompts for teachers to use across the curriculum and schedule at least one FCAT style writing prompt each grading period in all content areas.	Assistant Principal, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify students in grade 10 who failed to meet high standards and schedule them into an intensive writing pull-out program.	Curriculum Council, Administrative Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize vocabulary strategies and grammar activities such as word walls, school-wide word of the day and graphic organizers in all grades to improve writing skills.	Administrative Team, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Encourage participation in essay writing contests.	Administrative Team, Curriculum Council, Activities Director	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a South Dade Writing Institute module to be incorporated into the Tools for Success class that is required for all ninth grade students.	Assistant Principal, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide professional development to teachers from all departments to help them incorporate writing more effectively in their respective subject areas during early release and teacher workdays. These workshops will be conducted by our reading and writing coaches and curriculum council members. Workshops will cover CRISS strategies, holistic scoring, FCAT Writing Plus, and Best Practices.	Administrative Team, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$2000.00
Require evidence of student writing in a variety of curricular areas to demonstrate to students the importance and relevance of writing (Writer's Choice).	Assistant Principal, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the state mandated Florida Writes rubric to instruct students in self and peer editing that will lead to revision (Write Traits).	Administrative Team, Curriculum Council	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Administer and analyze results of district FCAT writing prompts to drive instruction using the CIM.	Curriculum Council, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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## Research-Based Programs

McDougall-Littell, Writers Choice, Write Traits.

## Professional Development

CRISS strategies  
 Writing Strategies across the Curriculum  
 Holistic Scoring  
 FCAT Writing Plus  
 Best Practices

## Evaluation

The 2007 FCAT Writing Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made assessments.

## 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:***

Our goal is to increase the scientific knowledge and skills of all students to ensure mastery of the Science Sunshine State Standards.

### ***Needs Assessment***

Data from the 2006 FCAT in Science indicates that only 21 percent of 11th graders scored a Level 3 or higher. The 2006 FCAT Science content scores improved by two percent in the Physical/Chemical and by eleven percent in the Life/Environmental components. The 2006 score decreased by eight percent in the Scientific/Thinking component, and remained unchanged for Earth/Space. The 2006 Science content cluster scores indicate a need to train teachers in instructional strategies that will promote discovery learning and hands-on activities to improve student performance in all four content areas.



## Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in the 11th grade will score a Level 3 or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and utilize a curriculum map and scope and sequence that will integrate Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth/Space curriculum.	Department Chair/Science Teachers	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Increase the use of process skills through group work in writing, technology, and inquiry based activities in science classes.	Science Teachers/ Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grades.	Science Teachers/ Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase opportunities for students to get involved in science related activities and competitions.	Science Department Chair, Science Teachers, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and utilize a curriculum map and Curriculum Pacing Guide addressing the CIM in order to integrate Scientific Thinking and Physical Science benchmarks throughout the Biology and Earth/Space curriculum.	Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement classroom activities and project-based learning (including labs, cooperative grouping, and problem solving strategies) to provide all students with an inquiry based science approach, that employs all of the components of the scientific method. Students are required to pay a lab fee to cover the expensed of materials. Those unable to pay will be covered by the Science Department.	Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor classroom instruction through lesson plans that are aligned with the Curriculum Pacing Guide and Science Department-Benchmark Notebooks.	Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Create a selection of guided reading materials and writing strategies specific to the content area that will improve student performance on short and extended response FCAT questions.	Science Department Chairperson, Reading Coach, Writing Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the use of process and critical thinking skills through group project/lab reports for real data that is collected and analyzed by the student.	Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Training provided by teachers in the following areas during early release days and teacher workdays: CRISS, FCAT-Item Specifications, Curriculum Guide, best practices for lab activities and inquiry based learning, analysis of FCAT scores. These workshops will be conducted by the region and district science coordinators, science department, reading coach, and writing coach.	Science Department Chair, Reading Coach, Writing Coach, Regional and District Science Coordinators, and Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a notebook which contains all of the annually assessed Science benchmarks, all of the benchmarks specific to each of the four content areas found on the Science FCAT, a curriculum guide for each subject, and a checklist to allow teachers to document their coverage of each benchmark throughout the school year (Glencoe Science Series).	Science Department Chairperson, select Science Department Instructors, Administration Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Science Teachers/ Department Chair	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

The Science department will utilize Glencoe's Earth Science, Chemistry, and Physical Science textbooks, all of which are correlated to the Sunshine State Standards for Science (grades 9-12). The Prentice Hall textbooks, used for Biology are also correlated to the Sunshine State Standards. Supplementary FCAT workbooks and diagnostic tests from both of these publishers also address all of the science benchmarks.

## **Professional Development**

CRISS training for new teachers

Training on using the FCAT-Item Specifications Notebook

In-services provided by the Region Science Coordinator in using the Curriculum Guide

Sharing of best practices for lab activities and inquiry based learning during Science Department meetings.

Region and District support people will assist in the selection and implementation of Science FCAT Preparation/Practice Tests.

## **Evaluation**

This objective will be evaluated by the scores on the 2007 Science FCAT. Progress will be monitored throughout the school year utilizing interim assessments and other teacher-made assessments.

## 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*

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

**GOAL 5 STATEMENT:**

South Dade Senior High, in order to increase parental involvement, will establish an atmosphere that will enable parents, educators, and students to work cooperatively to enhance student learning. Parental involvement is crucial to the success of South Dade High School, its students, and community.

**Needs Assessment**

The previous year's data collected on attendance of parent workshops indicates on average less than 10 percent parent participation. Similarly poor attendance at academically oriented meetings. Many parents of South Dade Senior High students are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend to their children's academic and social activities. The school needs to offer programs and opportunities to assist them in supporting their children's academic endeavors. In order to increase parental involvement the school will offer an increased number of opportunities for parents to be involved in the academic progress of their children immediately before or after sports events.

## Measurable Objective

Given the school-wide emphasis for improved parent participation, the school will increase communication between the school and home. The school will increase attendance at all school events by 10 percent as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a Parent Teacher Student Association drive to increase parent participation in school-wide activities.	PTSA President, Administration Team, SGA sponsor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide written information regarding the M-DCPS "Parent Academy" and encourage them to attend these workshops.	Administrative Team/Guidance Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Expand and promote the Parent Resource Center in the Media Center.	Guidance Department, Media Specialists	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Invite parents to participate in awards ceremonies, honoring the achievements of selected students in grades 9-12.	Administrative Team, Activities Director, Athletic Director	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Martin Luther King Jr. Project in order to reduce the number of violent conflicts.	Administrative Team/ Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate meetings with parents to inform them of topics of interest such as FCAT Prep, Gradebook Viewer, Post Secondary Planning, College Admission, Scholarships, and Senior Graduation Requirements by following the National Standards for Parent/Family Involvement Standards #3 concerning student learning.	Administrative Team, Guidance Department, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate parent workshops specifically geared for parents of FCAT Level 1 and 2, LEP, MEP, and ESE students to target the correlation between parent involvement and student achievement.	Administrative Team, Testing Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase parent communication through Telesoft, Edconnect, U.S. Mail, the school website, e-mail notices, and community organizations. Home visits will also be	Administrative Team, Computer Technician	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

conducted to reach those parents who may not have access to telephones or computers.					
Host semi-annual Resource Fair and Open House to encourage communication between teachers and parents.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$50.00
Provide parents with a semi-annual newsletter identifying dates for the following: FCAT testing, college board testing, FCAT tutoring, academic tutoring dates and times, interim progress reports, report cards, graduation, workshops. The newsletter will also include other pertinent information regarding graduation requirements and school-wide functions.	Administrative Team, Curriculum Council, Activities Director, Athletic Director, Guidance Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Create a Parent/Volunteer Recognition Program to provide parents with incentives to increase parental involvement in the school through volunteer work using the National Standards for Parent/Family Involvement Strategy number IV regarding Volunteering at schools.	Administrative Team, Curriculum Council, Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$400.00

## Research-Based Programs

National Standards for Parent Involvement

<http://www.pta.org/parentinvolvement/standards/index.asp>

Bureau of School Improvement "Ride the Wave to Success in the Classroom: Strategies that Enhance Parent and Family Involvement"

<http://osi.fsu.edu/waveseries/waves6.pdf>

## Professional Development

District and school sponsored parent/faculty workshops in the areas of FCAT, graduation requirements, EESAC, and use of technology to improve student learning.

## Evaluation

Workshop attendance rosters

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 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 type="checkbox"/>

### **GOAL 6 STATEMENT:**

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

### ***Needs Assessment***

After analyzing the data regarding the number of referrals, suspensions and SPAR incidents, it is apparent that a greater effort needs to be made to reduce these areas. South Dade will reduce the numbers of referrals, suspensions, and SPAR incidents by five percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Currently, the data compiled by COGNOS indicates that the first quarter suspension numbers are as follows:

Indoor suspension 14 students as compared to 226 during the first quarter of last year. Outdoor suspensions, 26 as compared to 106 during the first quarter of last year.



## Measurable Objective

Given the need to provide a safe learning environment the school will reduce the number of suspensions by five percent as documented by the Student Case Management Executive Summary Report of 2005-2006 compared to the 2006-2007 Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create and implement a school-wide uniform policy.	Administration Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incentives for students to participate in school activities such as field trips, etc. based on their suspension history.	Administrative Team/ Activities Director/ Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide identified students with anger management counseling to reduce the number of conflicts.	Guidance Department/ TRUST counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and train peer mediators to assist students in conflict resolution.	TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students/parents with the Code of Conduct Handbook.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of parent conferences (phone and/or in person) by the classroom teacher.	Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide behavioral support using the LEAPS Program to make positive affective behavioral changes in EH classes.	ESE Dartment Chair/ Behavior Managment Teacher/ EH Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify students to serve as "BUC Patrol" to assist school personnel with crime watch.	Administrative Team/ Head of Security	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Communicate school discipline policies to all stakeholders via the distribution of the Student Code of Conduct Handbook.	Administrative Team/ Discipline Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve school-wide attendance using incentives provided by community donations and parent communication.	Administrative Team/ Social Worker/ Clerical Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$4600.00

## Research-Based Programs

National Standards

## **Professional Development**

Classroom Management Workshops

LEAPS Training

## **Evaluation**

The Student Case Management Executive Summary Report provided by OIT will be used to compare 2006-2007 data to the previous year.

## 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 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 type="checkbox"/>

### **GOAL 7 STATEMENT:**

South Dade High School will improve the infrastructure, systems, and applications software on a school-wide basis to encourage the infusion of technology, enhance student learning, and provide students with the necessary technical skills to ensure a dynamic source of knowledge that parallels school-to-career requirements.

### **Needs Assessment**

South Dade will facilitate a technology environment for teachers to have an opportunity to infuse technology into their methodology to adequately prepare students for their post-graduation career choices. In addition, technology education lessons need to be identified by teachers to provide students with adequate training in productivity applications programs (e.g. Microsoft Word, Excel, Access, PowerPoint, etc...) to enhance learning, increase output, and promote creativity in all content area classes. Faculty access to school-wide documents will be improved by providing teacher's access to a "South Dade Teacher Portal" through the school web site where documents and forms can be posted for use by the faculty. Additional professional development activities for instructional personnel needs to be provided in the use of multimedia strategies, computer aided programs designed to bring technology into the classrooms, and personal productivity software (Microsoft Office applications, eMail, eGradebook, Edusoft, etc...). Teachers need peer mediation on integrating technology into their lesson plans. A survey to assess the needs of the staff will be conducted in order to provide appropriate professional development.

## Measurable Objective

Given the emphasis on the use of technology by students and faculty, the use of technology across the curriculum to disaggregate data will increase by ten percent over the previous years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Pinnacle Attendance Manager to reconcile daily attendance with the electronic grade book attendance.	Assistant Principal of Attendance, Grade Book Manager, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage more teachers to use the Media Center technology resources to provide students with greater access to web based programs.	Assistant Principal of Technology, Media Specialist, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize faculty eMail to distribute all information to staff.	Administrative Team, Grade Book Manager, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide group and individual training for teachers on the use of the electronic grade book.	Grade Book Manager, Technology Coordinator, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a Technology Committee to review technology needs periodically and make recommendations.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
All intensive Reading classes have 5 computers to utilize during differentiated instruction.	Reading Coach and Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement instructional strategies to infuse technology into lesson plans by using Edusoft, Accelerated Reader, FCAT Explorer, and SPI.	Curriculum Council, Faculty, Administrative Team, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Technology Specialists provides adequate technical support to minimize disruptions in availability of technology.	Administrative Team, Technology Coordinator, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create and implement a survey in order to assess the faculties technology needs. Train staff as needed to facilitate increased use of available technology. Workshops to be facilitated by the Technology Coordinator and Computer Specialist.	Administrative Team, Technology Coordinator, Computer Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase opportunities for students to use technology as it relates to projects, reports,	Department Chairs / Teachers/ Administrative Team/ Computer	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

labs, etc...	Specialist	
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## **Research-Based Programs**

ELLIS  
PLATO  
READ 180  
Accelerated Reader  
Edusoft

## **Professional Development**

The dynamic nature of technology demands constant professional training. Basic and advanced training of teachers on the use of the electronic grade book must be provided on a continuous basis for the faculty to utilize all available features to increase efficiency and provide timely assessments to students and parents through the parent and student online viewers. In addition, to ensure continuous improvement in the use of current technology, workshops which facilitate instruction in the integration of new technologies need to be conducted regularly to assist teachers to increase infusion of technology into lesson plans.

Accelerated Reader  
READ 180  
Edusoft  
Gizmos

## **Evaluation**

The objective will be evaluated by the use of Edusoft, SPI, Accelerated Reader, and Gizmo as evidenced by a 10 percent increase over the 2005-2006 school year.

## 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.)

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<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 type="checkbox"/>

### **GOAL 8 STATEMENT:**

Our goal is develop a healthy lifestyle through knowledge of fitness and the human body by addressing issues that influence the well being of our students.

### **Needs Assessment**

Analysis of data of the Fitnessgram Test data for the 2005 - 2006 indicates that 56 percent of students enrolled in PE courses received a gold or silver award on the FITNESSGRAM program. Records indicate that students performing low on the test had poor attendance.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in personal fitness courses will reach a health level of physical fitness as evidenced by a five percent increase of the students passing the 2007 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of students tested using the FITNESSGRAM.	Department Chair, Faculty	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize through instruction the physical fitness and nutritional needs of students.	Department Chair, Faculty	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate to parents/guardians the results of the quarterly assessments.	Department Chair, Faculty	8/7/2006	5/30/2007	District Strategic Plan	\$0.00
Meet regularly with department to develop and implement quarterly assessments.	Department Chair, Faculty	8/7/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

FITNESSGRAM and other related workshops.

Infusing FCAT in Health and Personal Fitness courses.

Teachers will meet regularly to develop and improve quarterly assessments.

## Evaluation

Progress monitoring will occur throughout the year utilizing teacher developed quarterly assessments. Assessments of students performance on the 2006 - 2007 FITNESSGRAM. Assessments on students knowledge of nutrition and exercise.

## 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"/>

### *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 9 STATEMENT:***

South Dade High School will offer a variety of elective courses to enhance the overall educational experience and prepare students for their post-graduation years in a multicultural society. Additionally, extracurricular activities will be heavily promoted in order to expand the educational experience outside of the classroom.

### ***Needs Assessment***

South Dade Senior High currently offers electives in over fifty different areas including Agricultural Science, Auto Mechanics, Science, Mathematics, Child Care, Nursing, Biomedical Technologies, Business Technologies, Social Sciences, Fine Arts, and Foreign Language. However, many of the students do not advance beyond the basic levels of these courses. All students will be encouraged to pursue these upper level courses. Freshman will be given the opportunity to be placed in small learning academies according to their interests and will be given enrichment opportunities to participate in projects and field trips to make them more aware of the career paths available to them. Our Social Sciences Department currently offers eight Advanced Placement courses; these will be expanded to include Comparative Government and Politics and will be promoted to encourage more students to take these rigorous courses of study. Furthermore, students will be encouraged to take more Advanced Placement courses in Mathematics, Science, Language Arts, Foreign Language, and Fine Arts.

South Dade currently has established academies in Agricultural Science and Biomedical Technology. These academies will be expanded in order to offer more electives and more opportunities for those students. Additionally, courses in our Business, Vocational, Foreign Language, and Social Science Departments will be expanded to be later developed into academies and small learning communities.



South Dade has a high LEP population, many of whom have highly developed knowledge of their native language. These students will be encouraged to take Advanced Placement courses in the literature and language of the native dialect. Additionally, many students only take the first two levels of a foreign language in order to fulfill their requirements for graduation. These students will be encouraged to further their language skills by taking upper level courses.

Extracurricular activities including athletics and clubs will be promoted and expanded to give students the opportunity to further enhance their educational experience outside of the classroom.

## Measurable Objective

There will be an increase in the number of elective offerings and Advanced Placement course offerings by one course as compared to the offerings available the previous year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a school-wide survey to determine levels of interest in drama, foreign languages, academies, and other potential offerings	Curriculum Council, Administrative Team, Guidance Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop electives within the academies to allow students to complete the programs in which they are enrolled.	Administrative Team, Curriculum Council, Guidance Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer leadership class for 9th grade students to aid their academy selection.	Administrative Team, Curriculum Council, Guidance Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the school newspaper, closed-circuit television, and PA announcements to publicize and recognize programs and course offerings.	Administrative Team, Curriculum Council, Activities Director, Athletics Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule visits by guest speakers or performers, which reinforce course content while highlighting career themes.	Administrative Team, Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule field trips for students which reinforce course content while highlighting career paths.	Administrative Team, Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer club sponsorships and athletic coaching positions to faculty members interested in identified activities.	Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Secure transportation home through Activity bus routes.	Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Seek parental involvement through the formation of booster clubs and other means of sponsorship.	Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain and communicate to all stakeholders through flyers, letters, workshops, and the use of Telesoft a set of policies, procedures, and guidelines that govern student participation in school-sponsored extra-curricular activities.	Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in district sponsored foreign	Foreign Language Department	8/14/2006	5/30/2007	District Strategic	\$200.00

language competitions.				Plan	
Engage students in district sponsored Social Science competitions and activities.	Social Studies Department	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

## Research-Based Programs

US Department of Education

<http://www.ed.gov/programs/slcp/index.html>

National Council of State Legislatures

<http://www.ncsl.org/programs/employ/slc.htm>

## Professional Development

Small Learning Communities

Transitioning to Academies

## Evaluation

The master schedule indicates the additional course offerings for general courses in the following areas: Women's Studies, Multicultural Studies, Music Appreciation, World Religions, Contemporary History. The new Advanced Placement offerings are as follows: AP Macroeconomics, AP World History, AP Computer Science AB.

## 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"/>

### *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 10 STATEMENT:***

Our goal is to rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2005, South Dade Senior ranked at the 45th percentile on the state of Florida ROI index.

## Measurable Objective

South Dade Senior will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2005 to the 52nd percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

N/A

## Professional Development

Workshops will be provided to the staff regarding a greater improvement in all areas measured by the ROI index.

## Evaluation

On the next State of Florida ROI index publication, South Dade Senior will show progress toward reaching the 52nd 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 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 11 STATEMENT:***

South Dade Senior High School will show an increase of ten percent from the 2005-2006 graduation rate to prepare more students to transition to their post-graduation careers in college other venues.

### ***Needs Assessment***

Our graduation rate is 52 percent indicating a large portion of our students' needs are not being met. Therefore, we are participating in the Secondary School Reform through the establishment of smaller learning communities to provide increase support and continuity in order to better meet our students' needs and increase their graduation rate.

## Measurable Objective

Given the use of the Continuous Improvement Model and components of the Secondary School Reform the graduation rate will increase by at least ten percent as reflected in the Adequate Yearly Progress Report for 2006 - 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete the Secondary School Reform Readiness Profile.	Administrative Team/Selected Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review career education program/academies with the school community.	Administrative Team/ Social Studies Teachers/ Students	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Research community partnerships associated with career/academy themes.	Administrative Team/ Students	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Review the matrix of courses for the selection of authorized courses for the selected career academies theme or small learning communities.	Administrative Team/ Department Chairs/Guidance Department	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Complete a comprehensive articulation plan.	Administrative Team/ Department Chairs/Guidance Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a master schedule to accommodate the required courses for the small learning communities.	Administrative Team/ Department Chairs/Guidance Department	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement differentiated professional development for teachers and administrators to integrate small learning communities themes into content areas.	Administrative Team/ Department Chairs	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Contact parents of students for one on one sessions with a guidance counselor for students missing 3 or more credits.	Guidance Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

High Schools that Work  
Secondary School Reform

## **Professional Development**

Workshop for teachers regarding Graduation Requirements

### **Evaluation**

Guidance counselors will monitor student credit histories to assist students in meeting the graduation requirements in a timely manner.



## *EESAC Compliance*

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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 has made recommendations to the principal regarding the entire school budget and will continue to monitor the budget throughout the school year.

### ***Training:***

The EESAC is requesting budget training for its new members.

### ***Instructional Materials:***

The EESAC has supported instructional materials throughout the curriculum by purchasing the following: reading supplemental materials, classroom libraries, FCAT supplementary materials, magazines and books for the media center.

### ***Technology:***

The EESAC has supported technology to enhance classroom instructional needs by purchasing computer upgrades, TV's, palm pilots, a laptop, and microphones.

### ***Staffing:***

The EESAC has received information regarding staffing needs and the utilization of staff to support the School Improvement Plan by approving the budgeting of additional staff.

### ***Student Support Services:***

The EESAC supports student services such as SADD, Peer Mediation, and Suicide Prevention.

### ***Other Matters of Resource Allocation:***

The EESAC will continue to assess and make recommendations regarding resources to provide support for the SIP. EESAC has supported other school activities such as, the Culinary Arts class, Black History month, Drama Club, the school newspaper(The Scene), Senior class needs, Special Olympics, and BUC TV.

***Benchmarking:***

EESAC will be updated monthly regarding the school's progress towards the implementation of the SIP.

***School Safety & Discipline:***

The EESAC has participated in discussions and continues to support the creation of incentives to foster improvements in discipline, safety and student attendance. The implementation of a school uniform policy was supported by EESAC.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$16,600.00
Goal 2: Mathematics	\$12,000.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$4,450.00
Goal 6: Discipline & Safety	\$4,600.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$700.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$40,350.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*