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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 7721 - South Miami Senior High School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Gilbert Bonce

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *South Miami Senior High School*

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South Miami Senior High is composed of ninth through twelfth grade students and is comprised of primarily a tri-ethnic population of close to 2,700 students. The student ethnic makeup is mostly Hispanic with a small White, Black and Asian/Indian population. The South Miami Senior High School "Celia Cruz School of the Arts" magnet program attracts students from all over the district. A strong emphasis is placed on literacy in all grades and the administrative team will continually monitor and support all efforts to improve student achievement.

As part of the needs assessment process, South Miami Senior High has carefully reviewed a variety of data including, but not limited to, the following: school climate, suspension rate, overall test scores, previous year's School Improvement Plan, student attendance, and enrollment in advanced academics. School needs were reviewed as they relate to the eleven stated goals. The District Strategic Plan and the Secondary School Reform Act were instrumental in the development of our plan. Goals were generated based on the ability to reflect and reassess throughout the school year as data is received and analyzed. Reflecting and reassessing provides us the opportunity to continuously improve as a school and better meet the needs of our students, parents, and community. As a result, the South Miami Senior High Educational Excellence School Advisory Council (EESAC) has identified the following objectives as its school wide priorities for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as African-American will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Hispanic will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Limited English Proficiency will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Economically Disadvantaged will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Students with Disabilities will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 64% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as African-American will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Limited English Proficiency will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Students with Disabilities will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 90% of the students scoring at or above 3.5 on the 2007 administration of the FCAT Writing+ test.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Science test.

Given increased attention and emphasis on parental, family and community involvement, the amount of parental participation in school functions, activities, and workshops will increase by 5% to 593 parents, as evidenced by comparing parent participation and volunteer logs for the 2005-2006 and 2006-2007 school years.

Given the use of alternative referral consequences, the number of indoor suspensions will decrease by 5%, as evidenced by the 2006-2007 Suspension Count by Schools Report when compared to the 2005-2006 report.

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2005-2006 and 2006-2007 school years.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in Physical Education will improve their physical fitness level as evidenced by 45% of the students scoring a Gold or Silver award rating on the 2007 administration of the FITNESSGRAM test.

Given specific guidance and structure, students in grade nine transition courses will demonstrate satisfactory organizational skills as evidenced by at least 75% of students receiving a "C" or higher on quarterly notebook assignments, as documented in the teacher's gradebook.

South Miami Senior High will improve its ranking on the State of Florida ROI index from the 73rd percentile to the 80th percentile in the next publication of the index.

Given guidance and assistance by the student services staff, the graduation rate for all students will improve as evidenced by a 60% graduation rate in 2007.

South Miami Senior High School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Based on the results of the Organizational Performance Improvement Snapshot survey, the overall responses were positive across the seven categories surveyed, but a review of the specific item responses yielded opportunities for growth in two focus areas concerning the categories of Strategic Planning and Process Management that we must explore and challenge further.

Leadership will focus on increasing opportunities for employees across all job categories to provide input as the school plans for the future. Faculty and staff will continue to be included and involved in the development of goals and objectives by promoting additional opportunities for exchange of information and knowledge among all stakeholders. These opportunities will occur during department meetings, subject specific inservices during early dismissal days, as well as professional growth teams for new staff members. The principal will continue to share with EESAC, PTSA, and staff members budget information on school finances to promote a wider understanding of the school's finances. Through the accomplishment of these stated SIP objectives, and with the support of an empowered staff, we hope to exceed the required standards and fully achieve our mission to prepare students for the experiences of lifelong learning necessary for productive citizenship.

# 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 Miami Senior High School**

### VISION

South Miami Senior High School encourages students to embrace the multicultural and tri-ethnic community found in Miami-Dade County. South Miami's students will be continually challenged in all academic areas. The needs of the learners will direct decision-making. Our faculty and students will work as partners with parents, other schools in our feeder pattern, local business leaders and officials throughout the city. South Miami Senior High School will promote an academic atmosphere which will reinforce the self-esteem of students through their successful performance on standardized tests, engender successful student participation in career and employment opportunities, and will monitor students' progress in the continually developing fields of technology as we prepare them for the world of work. We further believe that students must be taught to respect themselves and others as persons belonging to literate, multicultural social groups, and to conduct themselves according to high ethical and moral standards.

### MISSION

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth, and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all of our students.

## CORE VALUES

South Miami Senior High School is dedicated to student achievement in every sense of the word. We work diligently to increase access for parents and students to advanced academic courses. Additionally, we strive to increase SPED student participation in regular education classes, as well as, encourage LEP students to take advanced courses. Reading is another fundamental aspect in ensuring increased student achievement for all students. Emphasis is given to reading across the curriculum for this purpose. South Miami Senior will honor the diversity of our community by working as a team to ensure the educational success of all our students, with integrity, honesty, respect and fairness.

## *School Demographics*

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South Miami Senior High School is located on eleven acres in south central Miami-Dade County at 6856 SW 53rd Street, Miami, Florida 33155. The campus opened in early November 1971. The addition of a new wing that includes state-of-the-art science laboratories, a dance studio, an art studio, and extra classrooms just opened this school year for our 9th grade academy and the science and magnet students.

South Miami Senior High is composed of ninth through twelfth grade students and is comprised of primarily a tri-ethnic population of close to 2,700. The student ethnic makeup is as follows: 85% Hispanic, 7% White (non-Hispanic), 7% Black and 1% Asian/Indian and Multicultural. The South Miami Senior High School "Celia Cruz School of the Arts" attracts students from all over the district. There are approximately 400 magnet students in music, art, theater, dance, television production, photography and graphic and commercial arts. SPED (excluding Gifted) and LEP students combined comprise approximately 25 percent of our student body.

Our administrators, faculty and staff are diverse, as well, with 51% Hispanic, 29% White and 20% African-American. South Miami Senior employs 232 staff members with 66% female and 34% male. More than half of South Miami's faculty hold postgraduate or doctorate degrees, and nine hold National Board Certification. We have an excellent mix of veteran and new teachers with an average of 14 years of teaching experience in Florida and approximately 13% of the teachers are new to the school this year. We are confident that the faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), will continue to work together to achieve significant changes in the future.

# *School Foundation*

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## ***Leadership:***

Overall, the data on the Organizational Performance Improvement Snapshot (OPIS) survey reveal with an average score of 3.9, that our school and staff have a clear and definitive idea of the school's vision and mission, but there is also a need to share organizational information and values in guiding the staff. This includes involving support staff, such as clerical, security, custodial, and cafeteria workers. The data indicate that the staff is encouraged to grow and advance professionally by providing information and opportunities regarding professional development. To continue with the positive professional atmosphere, we will offer more opportunities for staff to voice their opinions.

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

The OPIS survey average score of 3.7 indicates that the majority of the staff has a clear vision of their individual responsibilities and how fulfilling their responsibility affects the attainment of our school's goals. However, the data also indicate that in the future, it would be beneficial to reach out to the faculty and staff for their ideas regarding how to better meet the needs of our students.

## ***Stakeholder Engagement:***

According to the data on the OPIS survey, our faculty responded with an overall average score of 4.2 that they know who they are serving and how to meet their stakeholders' needs. They also indicated that communication with stakeholders is frequent, positive, and reciprocated. However, a score of 3.9 indicates that our faculty feels they should have a more significant role in deciding what is best for their customers.

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

The implementation of the Curriculum Council has enabled all departments to form a cohesive unit in the information, planning and decision-making for the school as a whole. A sense of teamwork is definitely felt among the faculty and staff as data indicated with an overall average score of 3.9 on the OPIS survey. The data also indicate that the staff feels they are encouraged to advance their skills to improve their work and that they are recognized for their accomplishments.

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

The OPIS survey score indicates, with an average score of 4.2, that the staff is extremely knowledgeable in evaluating the quality of their work, assessing whether or not changes need to be made, and making changes based on their assessments. The OPIS survey score also suggests that gathered data is constantly being utilized to make curricular decisions that impact the overall goals of our organization. The faculty also feels that they are well-informed about the progress of our organization.

## ***Education Design:***

The data on the OPIS survey indicate, with a score of 3.8, that the faculty does have clarity and control regarding their work process. They also have the knowledge and ability to assess how the process of their work affects our school's goals. They feel that they have opportunities to grow and develop professionally and are given adequate

resources in order to meet the needs of their students and parents.

***Performance Results:***

Our faculty feels that we are assisting our community by meeting the needs of our students and parents. The OPIS survey data in this area indicate with an average score of 3.9, that the faculty has expressed satisfaction in their work and they feel that our students and parents reciprocate the feeling. Teachers also expressed that their time and skills are being well-utilized.

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

### ***GOAL 1 STATEMENT:***

Reading achievement will improve in order to meet state and federal requirements.

### ***Needs Assessment***

Analysis of the 2006 FCAT Reading data indicates that 35% of our students in grades nine and ten demonstrated proficiency levels in reading, 57% of our students made learning gains, and 61% of the lowest quartile made adequate progress. An assessment of the data reveals that students in grade 9 scoring at Level 3 or above increased by five percentage points, to 34%, while students in grade 10 showed a decrease of one percentage point, to 26%, as compared to the previous year. Although we have made significant strides with our learning gains, specifically those in the lowest quartile, a closer look at the data reveals a need for additional interventions for students in grade nine targeting the content area strands of main idea and author's purpose, as well as identifying causal relationships and comparisons. However, for students in grade 10, analysis of the data indicates that all reading content clusters are at or above 50%. They were most successful with identifying main idea and author's purpose, but vocabulary development dropped 7% from last year. According to the 2006 Adequate Yearly Progress Report, the percentage of students reading at or above grade level increased from 28% to 31%. While the total population did increase in the percentage scoring at or above grade level, they did not, however, meet the adequate progress requirement of 44%. All subgroups identified under NCLB (African-American at 14%, Hispanic at 31%, Economically Disadvantaged at 27%, Limited English Proficiency at 8%, and Students with Disabilities at 20%) increased the percentage of students reading at or above grade level with the exception of those students identified as White, which decreased from 50% to 47%. Further assessment revealed a need for professional development in standardizing the use of selected CRISS strategies across the curriculum, using data analysis, and teacher collaboration in order to enhance and strengthen

student learning.

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 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, students in grades nine and ten will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as African-American will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Hispanic will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Limited English Proficiency will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Economically Disadvantaged will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Students with Disabilities will improve their reading skills as evidenced by a minimum of 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement CRISS strategies throughout the curriculum.	Reading Coach Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Voyager Learning Program for all students enrolled in ESOL classes to address the NCLB Limited English Proficiency and Hispanic subgroups.	ESOL Department Chair ESOL Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enroll FCAT Level 1 and 2 students in Intensive Reading courses which incorporate reading strategies in accordance with the guidelines of the Comprehensive Research-based Reading Plan (CRRP).	Assistant Principal Reading Coach Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Student Performance Indicators (SPI) to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of	Test Chairperson Department Chairpersons Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

our Continuous Improvement Model.					
Conduct interim assessments in English and Intensive Reading classes and utilize results to screen, diagnose, and monitor student progress.	Testing Chairperson Language Arts and Reading Department Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Reading Counts Program to encourage excitement and interest toward reading.	Media Specialist Reading Coach All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a tutoring program to include after-school tutoring, as well as a Saturday Cobra Academy, to provide students with individual and small group instruction. Students identified in the No Child Left Behind subgroups will be targeted for attendance.	Assistant Principal Reading Coach Cobra Academy Coordinator	9/11/2006	5/30/2007	District Strategic Plan	\$25000.00
Utilize data and grades to identify high achieving students who should attempt Honors and AP courses.	Language Arts Department Chair Language Arts Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00

## Research-Based Programs

All teachers will use CRISS reading strategies. All ESOL teachers will be utilizing the Expanded Voyager Learning Intervention Program with their students. Either Sourcebooks by Great Source, Interactive Reader by McDougal Littell or Language of Literature books by McDougal Littell are assigned to students. The FCAT Preparation and Practice by McDougal Littell and Grammar Composition by Glencoe are also being utilized. The grade 10 practice books entitled Forward with FCAT will also be used. The after school tutoring program will be using the Excelling on the Grade 10 FCAT in Reading by Amsco and the FCAT Power by New Readers Press.

## Professional Development

Training will be provided to selected teachers on the Voyager Learning Intervention Program. A course in CRISS strategies will be offered to beginning and veteran teachers. Departmental meetings and early release day workshops will give teachers an opportunity to share best practices and current reading strategies. The reading coach will model methods for teaching reading and will support all staff members at their request. Student Performance Indicator (SPI) training will also be provided to all teachers.

## **Evaluation**

The 2007 Florida Comprehensive Assessment Reading Test score reports will indicate the percentage of students scoring at or above Level 3 in reading. For benchmarking purposes, the District's interim assessments and the Gates-MacGinitie test will be administered as evaluation tools to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

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

### ***GOAL 2 STATEMENT:***

Mathematics achievement will improve in order to meet state and federal requirements.

### ***Needs Assessment***

Analysis of the 2006 FCAT Mathematics data indicates that 62% of our students in grades nine and ten demonstrated proficiency levels in mathematics and 75% of our students made learning gains. While both of these figures are well within adequate progress range, an assessment of the data reveals that students in grade 9 scoring at Level 3 or above only increased by one percentage point, to 52%, while students in grade 10 showed a decrease of five percentage points, to 57%, as compared to the previous year. Although we have made improvements with our learning gains, a closer look at the data reveal a need for additional interventions for students in grade nine targeting two content clusters below the 50% mark; the content area strands of measurement at 43% and geometry at 36%, a decrease of 9 percentage points from the previous year's. Conversely, for students in grade 10, the data indicates that they experienced success with number sense, while making no effective gains in the other content areas. According to the 2006 Adequate Yearly Progress Report, the total percentage of students scoring at or above grade level in Math increased from 55% to 56%. An assessment of the data indicates that of the subgroups identified under NCLB, each one increased in the percentage of students scoring at or above grade level. However, the students identified as African-American (43%), Limited English Proficiency (32%), and Students with Disabilities (27%) did not meet adequate progress requirements. Further assessment revealed a need for professional development with instructional strategies that promote active learning of mathematical concepts and the incorporation of technology in the classroom to enhance student understanding and increase student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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, students in grades nine and ten will improve their mathematics skills as evidenced by 64% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as African-American will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Limited English Proficiency will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, nine and tenth grade students identified under NCLB as Students with Disabilities will improve their mathematics skills as evidenced by a minimum of 56% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Student Performance Indicators (SPI) to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of our Continuous Improvement Model.	Test Chairperson Math Department Chairperson Math Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Carnegie Cognitive Math Tutor Program to encourage the development of problem-solving skills.	Math Department Chairperson Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a tutoring program to include after-school tutoring, as well as a Saturday Cobra Academy, to provide students with individual and small group instruction. Students identified in the No Child Left Behind subgroups will be targeted for attendance.	Assistant Principal Math Teachers Cobra Academy Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$25000.00
Simulate FCAT-type mathematics questions on unit tests to establish familiarity and acquire skills with the SSS tested benchmarks in math, with emphasis on measurement and geometry.	Math Department Chair Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct interim assessments in mathematics classes and utilize results to screen, diagnose,	Math Department Chair Math Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

and monitor student progress.	
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## **Research-Based Programs**

FCAT workbooks and transparencies by Prentice Hall are used in Geometry and all teachers utilize the FCAT class set of books by AMSCO. The Carnegie Cognitive Math Tutor Program will be utilized with students in grade nine. Glencoe Algebra I books will be used for all regular Algebra I classes and the Prentice Hall Algebra I book for all Honors and Gifted students. Algebra II books are by Glencoe and McDougal Littell. The Key Curriculum, Discovering Geometry books are being utilized for the Honors and Gifted Geometry students. The after school tutoring program utilizes the FCAT Amsco Publication, FCAT Math Coach by Jerome Kaplan, the FCAT Advantage by Kaplan Learning Services and the released FCAT booklets by FDOE.

## **Professional Development**

Geometry workshops will be offered to various teachers. Refresher courses will be offered pertaining to data analysis and differentiating instruction. Select teachers will receive training in the use of the Cognitive Tutor Math Program.

## **Evaluation**

The 2007 Florida Comprehensive Assessment Mathematics Test score reports will indicate the percentage of students scoring at or above Level 3 in mathematics. For benchmarking purposes, the District's interim assessments will be administered as an evaluation tool to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

## 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*

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

### **GOAL 3 STATEMENT:**

Writing scores will improve in order to meet state and federal requirements.

### **Needs Assessment**

Analysis of the 2006 FCAT Writing+ test data indicates that 81% of grade ten students met high standards in writing. The average FCAT Combined Writing score was 3.8, down from 4.1 in the previous year. Additionally, an assessment of data reveals that 40% of our students scored at or below 3.5 on the FCAT Writing+ test. According to the 2006 Adequate Yearly Progress Report, the total percentage of students improving their writing performance did not meet the 90% threshold required, decreasing significantly from 93% in 2005 to 85% in 2006. Analyses of classroom writing samples also reveal that students require further instruction on differentiating between expository and persuasive writing. Instruction beyond the formulaic five-sentence paragraph is needed, such that students learn to express their thoughts with a mature command of the language, using an organizational pattern that provides for logical progression of ideas while infusing “voice” into their writing, and producing final essays with few, if any, conventional and grammatical errors.

### 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"/>											

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 90% of the students scoring at or above 3.5 on the 2007 administration of the FCAT Writing+ test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the "Six Traits of Writing" process in order to increase students' ability to write highly proficient essays.	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate the use of rubrics and sample essays to enable students to assess their strengths and weaknesses in writing.	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct interim writing assessments in Language Arts classes and utilize results to screen, diagnose, and monitor student progress in accordance with the school's Continuous Improvement Model.	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Design mid-term and final examination essay questions which model FCAT writing prompts.	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure teachers attend District's professional development on the "Six Traits of Writing" workshop.	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement curriculum maps with instructional focus calendars that are aligned to the Competency-Based Curriculum and the Sunshine State Standards (SSS).	Language Arts Department Chair Grades 9 and 10 Language Arts teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

Core curricula are FCAT Writing Image CD, Six Traits of Writing Classroom Kits, Glencoe Writer's Choice Series and NTCE Writing Standards.

## **Professional Development**

The Six Traits of Writing Workshop will be offered to our teachers. Specific training will be provided to teachers utilizing strategies to improve classroom instruction related to conventions, writing coherence, and organization. Best practices are routinely shared through departmental meetings. Training will also be provided on using the FCAT Rubric for scoring.

## **Evaluation**

The 2007 FCAT Writing+ test score reports will indicate the percentage of students scoring at or above 3.5 in writing. For benchmarking purposes, the District's Writing Pre and Post assessments will be used to monitor progress and guide instruction.

## 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*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Science scores will improve in order to meet state requirements.

### ***Needs Assessment***

An assessment of the data from the 2006 FCAT Science test reveals that the mean scale score for students in grade 11 was 286. This is a 4 point decrease from the previous year's test scores. When compared to the District test results, South Miami students scored 4 points above the mean scale score, but 12 points lower than the state's mean scale score. The data indicate that 26% of the students scored at Level 3 or above, just one percent above the District's (25%), but significantly below the state's (35%) percentage. A closer look at the content area strands reveals that students met or exceeded all content cluster scores when compared to the District, but did not meet three of the four content clusters when compared to the state. The area of greatest need appears to be in earth and space science where only 45% of our students achieved mastery in this content area. This analysis of student performance data indicates a need for more opportunities to learn astronomy, sound/light, and the earth's forces. Additionally, professional development activities will be developed through department collaboration in order to enhance instructional strategies and strengthen student learning in all content areas.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 administration of the FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement interdisciplinary planning between math and science teachers to infuse mathematical skills throughout the science curriculum.	Science Department Chair Math Department Chair Science and Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Have students participate in the schoolwide science fair, which will foster higher order thinking skills across all academic levels.	Science Department Chair Science Fair Chair Science Teachers	8/14/2006	1/5/2007	District Strategic Plan	\$0.00
Implement the FCAT Reading days to increase reading competencies in science content.	Science Department Chair Science Teachers Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize CRISS reading strategies to enhance student comprehension of scientific text.	Science Department Chair Science Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Collaborate with all the departments and participate in the Fairchild Challenge and SECME which is aligned with the FCAT benchmarks.	Science Department Chair Tropical Fairchild Challenge Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize SPI data to individualize instruction to meet the needs of students as part of our Continuous Improvement Model.	Science Department Chair Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize data and grades to identify high achieving students who should attempt Honors and AP courses.	Science Department Chair Science Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Increase parent and student awareness regarding the benefits of Advanced Placement courses in order to increase the percentage of student participating in Advanced Placement science classes.	Science Department Chair Advanced Placement Coordinator Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Florida Holt Earth Science, Glencoe Physical Science with Earth Science, Prentice Hall Biology, Prentice Hall Biology Exploring Life, Prentice Hall Campbell Biology, Glencoe Chemistry Matter and Change, Holt Modern Chemistry, Prentice Hall Chemistry, The Central Science, Thomson Learning Living in the Environment, Current Publishing Life on an Ocean Planet, Florida Holt Science Spectrum: Physical Science, Holt Physics, Thompson Learning College Physics, Prentice Hall Physics, Thompson Learning Physics for Scientists and Engineers, Prentice Hall Fundamentals of Anatomy and Physiology.

## **Professional Development**

Our teachers will be involved in the Science Fair Project training and Fairchild Challenge workshops. The University of Miami offers our teachers training in the areas of Chemistry and Physics. SECME workshops are also available for interested teachers. Training for all science teachers will be conducted on implementing the District's Pacing Guide and for Advanced Placement teachers by subject area. Training will be conducted on the Riverdeep program to facilitate the implementation into the curriculum.

## **Evaluation**

The 2007 FCAT Science test score reports will indicate an increase in the percentage of students scoring at or above Level 3. For benchmarking purposes, school-site assessments will be used as evaluation tools to diagnose and monitor student progress.

## 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 Miami Senior will increase parental involvement in school-related activities.

### ***Needs Assessment***

Parental involvement trends reveal that parental involvement and attendance at the beginning of the year, e.g., during Open House Night, is at its peak, but participation tends to decrease as the year progresses. During the 2005-2006 school year, Open House Night registered 432 parents, with approximately 132 parents attending the remaining academic school functions throughout the year. The South Miami community is largely Hispanic, whereby the majority of parents are only Spanish speakers. Since our school programs and activities are mainly spoken in English, this language barrier could be an obstacle to their continued participation throughout the year. More functions, activities and informational sessions must be offered in both English and Spanish to increase opportunities for our Spanish-speaking parents to feel included and integrated in our school programs and community.

## Measurable Objective

Given increased attention and emphasis on parental, family and community involvement, the amount of parental participation in school functions, activities, and workshops will increase by 5% to 593 parents, as evidenced by comparing parent participation and volunteer logs for the 2005-2006 and 2006-2007 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize a Hispanic Heritage event to be hosted by the ESOL Department to encourage parent participation and to showcase student talents.	ESOL Department Chair Hispanic Heritage Committee	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Organize monthly Bilingual Parent Nights throughout the school year to address various educational topics.	Assistant Principal	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Organize PTSA meetings throughout the year to encourage parental involvement. Translators will be provided.	Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Improve and increase home/school communication via ConnectEd, website, newsletters and other media.	Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Coordinate an Advanced Placement/Gifted Parent Night for all interested parents to increase awareness of the Advanced Placement and Gifted courses and how they benefit students. Translators will be available.	Advanced Placement Coordinator	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Institute a Parent Resource Center to provide information and ideas to families (in their native language) regarding ways to assist their child with home learning and other curricular activities.	Assistant Principal Department Chairs	8/14/2006	5/30/2007	Community Partnerships	\$0.00

## Research-Based Programs

The National Standards for Parent Involvement as identified by the National PTSA Council and the Bilingual Parent Outreach Program.

## **Professional Development**

Offer bilingual parent seminars. Train parents to access [www.dadeschools.net](http://www.dadeschools.net) website, South Miami's school website and [schoolnotes.com](http://schoolnotes.com). Provide professional development for teachers on positive home/school communications.

## **Evaluation**

This objective will be evaluated by a 5% increase in parental participation when comparing parent attendance and volunteer logs for the 2005-2006 and 2006-2007 school years.

## 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.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:**

South Miami Senior will promote programs and practices that facilitate a safe and disciplined environment for all students.

### **Needs Assessment**

South Miami is fortunate to have few serious discipline problems which disrupt the learning environment. In assessing our needs to create a safe learning environment, we are mindful that such an environment requires an understanding among the learning community of the behaviors expected of students and the consistency and fairness required in dealing with unacceptable behaviors. Consequences must be provided which are equitable and efficient, providing motivation for redirection of behavior without unduly impacting academic achievement. A review of the 2005-2006 school's suspension counts data showed 1,745 indoor suspensions and 328 outdoor suspensions for the year, with the majority of those suspensions (532 indoor suspensions and 113 outdoor suspensions) occurring during the last quarter.

In reviewing anecdotal records regarding suspensions, administrators determined that outdoor suspensions were being used only as a last resort for serious offenses. However, it was determined that the use of alternatives to indoor suspension could be increased. Administrators must continue to seek alternatives to suspensions that have a disciplinary impact, yet allows a student to stay in class, minimizing adverse affects on academic performance. (The only caveat involves the assignment of outdoor versus indoor suspension for Category V and VI offenses as delineated in the Code of Student Conduct.) While staying aware of the need to maintain a safe and secure environment, utilize appropriate and fair disciplinary consequences, and remain mindful of stakeholder perception,

all possible referral consequences should and will be explored.

## Measurable Objective

Given the use of alternative referral consequences, the number of indoor suspensions will decrease by 5%, as evidenced by the 2006-2007 Suspension Count by Schools Report when compared to the 2005-2006 report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide orientation assemblies for all students discussing the school's disciplinary policy.	Principal Assistant Principals Administrative Assistants	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Peer Mediation program to facilitate conflict resolution.	TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review Student Case Management (SCM) referral forms and utilize alternate strategies, such as after-school detention, behavioral contract, and counseling in lieu of suspension.	Principal Assistant Principals Administrative Assistants	8/14/2006	05/30/2007	District Strategic Plan	\$5000.00
Review classroom management techniques with beginning teachers in monthly meetings.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute the Code of Student Conduct through classes accompanied by classroom discussion of Maintaining and Promoting a Safe Learning Environment.	Principal Assistant Principals Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Procedures for Maintaining and Promoting a Safe Learning Environment and the Secondary School's Code of Student Conduct.

### Professional Development

Administrators will participate in region and District professional development workshops regarding the maintenance of a safe learning environment. Beginning teachers will participate in school-site sessions to explore successful classroom management techniques.

## **Evaluation**

The objective will be evaluated by an increase in the use of alternatives to suspension and a 5% decrease in the use of indoor suspensions for the year, as evidenced by the 2006-2007 Suspension Count by School Report.

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

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

### **GOAL 7 STATEMENT:**

South Miami Senior will be competent in the use of electronic educational tools to assist with classroom management, communication, and instruction.

### **Needs Assessment**

As we begin the 2006-2007 school year, we have migrated to the District's web-based version of the Electronic Gradebook. All teachers are currently using it to record grades, create seating charts, and print individual student progress reports. Interim progress are being generated from the gradebook beginning with the first nine weeks and the Parent Viewer is scheduled to become available at the end of the first quarter, as well. However, many teachers are still not familiar with many instructional educational tools, e.g., schoolnotes.com, Hot Chalk, etc., advanced electronic gradebook options, or even simple email techniques available to them. By providing technology training for teachers, they will be able to effectively enhance student learning, increase student achievement and support efficient communication among all stakeholders.

## Measurable Objective

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2005-2006 and 2006-2007 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey all teachers in regards to technology integration in the classroom.	Assistant Principal Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize District e-mail to distribute information to staff.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house training for teachers on creating and accessing individual classroom websites.	Assistant Principal Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement increased use of the Electronic Gradebook options including generation of reports, unsatisfactory progress notices, counselor access and Parent Viewer.	Assistant Principal Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase availability and variety of instructional and classroom management technology tools and provide training to facilitate their use.	Assistant Principal Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

National Ed. Technology Plan.

## Professional Development

In-house training on various technology related topics, e.g., electronic gradebook and Schoolnotes.com, is offered on an as-needed basis. District technology training sessions are offered to all faculty members.

## Evaluation

Teacher participation logs will reflect a 5% increase over the previous year's attendance record in technology inservices offered throughout the 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.)

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 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 8 STATEMENT:**

Physical fitness of those students enrolled in our physical education program will improve yearly.

### ***Needs Assessment***

Analysis of the 2006 FITNESSGRAM scores indicates that 973 students in physical education classes participated in the program. Of these students, 43% received a gold or silver award medal. However, this was only a one percent increase from the previous year's scores. Although 356 of the 419 students achieved at least five of six test items successfully, an assessment of the data reveals that the majority of these students failed in meeting the required time for the mile test which measures cardiovascular endurance. Because of this, additional practice in long-distance running on a weekly basis, while progressively increasing the distance, will be needed. To assess both student fitness performance and program success, a pre-test must be conducted to adequately determine students' baseline data and physical fitness level.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in Physical Education will improve their physical fitness level as evidenced by 45% of the students scoring a Gold or Silver award rating on the 2007 administration of the FITNESSGRAM test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a FITNESSGRAM pre-test to students enrolled in physical education to determine students' baseline data and physical fitness levels.	Physical Education Department Chair Physical Education Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that activities emphasize improvement in cardiovascular, flexibility, muscular strength and endurance.	Physical Education Department Chair Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers are selecting activities to enhance this goal.	Assistant Principal Physical Education Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate lessons on the importance of physical fitness as part of a healthy lifestyle.	Physical Education Department Chair Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the FITNESSGRAM software program to produce an individualized prescriptive report for each student in order to establish realistic short and long term goals.	Physical Education Department Chair Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

M-DCPS FITNESSGRAM Testing Program.

## Professional Development

The physical education teachers will be trained on the implementation of the FITNESSGRAM program.

## **Evaluation**

The 2007 FITNESSGRAM test will indicate an increase in the percentage of students scoring a Gold or Silver award rating. For benchmarking purposes, quarterly analysis of students' cardiovascular, flexibility, muscular strength and endurance ability will be tested.

## 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 type="checkbox"/>

### **GOAL 9 STATEMENT:**

Incoming student in grade nine will successfully transition to the high school by providing them with opportunities to develop skills which will encourage high achievement and personal growth.

### ***Needs Assessment***

The current secondary school reform movement at the national, state, and District level has identified the need for high school students to become better prepared to function in a changing global economy. The state has identified and demonstrated best practices for high school redesign that includes small learning communities, academic rigor for all students, career concentration, and academic support. Because of this, ninth grade students must quickly make the transition to the rigor and demands of high school successfully. Too many of them enter with a lack of organizational skills, successful study habits, or an adequate awareness of the implications involved with specific career choices. If the school does not establish a sense of belonging for them and a clear understanding of academic requirements and expectations, they will become disconnected and surely, fail. Through the implementation of a ninth grade curriculum, using "Tools for Success," we can assist them in the development of the needed skills that will prepare them for a successful future in high school and beyond.

## Measurable Objective

Given specific guidance and structure, students in grade nine transition courses will demonstrate satisfactory organizational skills as evidenced by at least 75% of students receiving a "C" or higher on quarterly notebook assignments, as documented in the teacher's gradebook.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Foster self-motivation and a sense of belonging through school orientation sessions and spirit assemblies.	Student Activities Director	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Work with the feeder pattern middle school counselors and teachers to create transition activities prior to students entering high school.	Student Services Chairperson 9th Grade Counselors Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Conduct activities designed to facilitate the transition from middle to high school including organizational skills and time management skills, e.g., Making it Count.	9th Grade Counselors	8/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct regular planning sessions with 9th grade teachers to develop and maintain a freshman transition program utilizing the District's "Tools for Success" curriculum.	Transition Course Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a notebook which encourages specific organizational skills through structured components which is collected and graded on a quarterly basis.	Transition Course Teachers 9th Grade Counselors	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

District-authored "Tools for Success" - Preparing Students for the Senior High School and Beyond.

### Professional Development

The counselors and transition course teachers in grade nine will meet regularly to discuss guidelines and implementation of the "Tools for Success" program. Additionally, they will attend the District's professional development for counselors and teachers implementing "Tools For Success: Preparing Students For High Schools and Beyond."

## **Evaluation**

The results will be evaluated by the percentage of students in grade nine receiving a "C" or higher on quarterly notebook assignments, as documented in the teacher's gradebook.

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

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

**GOAL 10 STATEMENT:**

South Miami Senior will rank at or above the 80th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicates that in 2005, South Miami Senior High School ranked at the 73rd percentile on the State of Florida ROI index. While this percentile is satisfactory, all stakeholders feel that we must continue to concentrate on increased learning gains in order to continue positive trends and improve our ROI ranking.

## Measurable Objective

South Miami Senior High will improve its ranking on the State of Florida ROI index from the 73rd percentile to the 80th percentile in 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 Assistant Principals Teachers	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 Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Focus on activities to increase learning gains in reading and mathematics, values which form the numerator of the ROI index.	Principal Assistant Principals Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable.

## Professional Development

Not Applicable.

## Evaluation

On the next State of Florida ROI index publication, South Miami Senior will show progress toward reaching the 80th 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.)

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

### ***GOAL 11 STATEMENT:***

South Miami Senior High will increase the graduation rate of all students in our school to prepare them for employment, postsecondary education, and to become responsible citizens and life-long learners.

### ***Needs Assessment***

According to the 2005-2006 Adequate Yearly Progress Report, our graduation rate for 2005 did not meet adequate progress requirements because it decreased by one percentage point, to 59%. However, an assessment of the data indicates that all of the subgroups identified under NCLB, with the exception of the students identified as Hispanic (who decreased three percentage points to 58%), increased in their percentage of students graduating from high school. The report showed that White students had a graduation rate of 63% (a 7% increase), African-American students showed a 70% graduation rate (an increase of 14%), and Economically Disadvantaged students had a 58% graduation rate (an increase of 4%). While Limited English Proficiency students remained at 43%, Students with Disabilities showed an 8% increase to 31%, a steady rise since legislative changes were implemented to grant FCAT waivers for students with disabilities who meet specified criteria. Further assessment reveals that more focus is needed to increase the graduation rate, especially for minority students.

## Measurable Objective

Given guidance and assistance by the student services staff, the graduation rate for all students will improve as evidenced by a 60% graduation rate in 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Senior Meetings throughout the year to keep the seniors informed of their graduation requirements and provide support.	Student Services Department Chairperson Counselors	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Review end-of-the-quarter grade reports to identify students who are failing a class (or classes) to get them back on track.	Student Services Department Chairperson Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct 9th grade presentations through classes on the Student Progression Plan and graduation requirements to teach students how to monitor their own progress towards graduation.	Student Services Department Chairperson Counselors	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Implement a Comprehensive Articulation Plan which aligns with the Secondary School Reform Framework.	Principal Assistant Principal Activities Director	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Provide various tutoring options throughout the year to provide extra individual and small group assistance.	Principal Assistant Principal Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$32000.00

### Research-Based Programs

The Student Services staff uses the following programs and guidelines in providing a Comprehensive Guidance Program: District's Student Progression Plan, FDOE Graduation Requirements, College Board Initiatives, and the Secondary School Reform Framework.

### Professional Development

Student Services staff will meet regularly to discuss, design, and implement strategies designed to promote active involvement of all students in monitoring their own progress towards graduation. The Department Chairperson, CAP Advisor, and Career Specialist attend District meetings, and counselors attend College Board workshops and related inservices.

## **Evaluation**

The 2006 Adequate Yearly Progress Report will indicate an overall increase in the graduation rate for all students at South Miami Senior. Quarterly reviews of student grades will provide formative assessments and program direction.

## *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 committed funds to provide programs that benefit our students academically. Some of these programs are after school tutoring for each subject area, as well as, homework assistance, and the Saturday Cobra Academy. Each of these programs assist our school in accomplishing our SIP goals.

### ***Training:***

The EESAC has recommended that we provide training to all faculty who are involved in initiatives that will benefit the school and facilitate accomplishment of our SIP objectives. Many new programs have been implemented benefiting our students and teachers. Teachers have been provided with training for Voyager, Excelsior Grade book, Reciprocal Teaching, Six Traits of Writing, and Read 180 among many others. The EESAC always encourages professional development to enhance teacher skills and enable them to better serve their students.

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

The EESAC encourages the purchasing of any and all materials for the purpose of instruction. The EESAC desires that our teachers have all the materials necessary in order to accomplish the SIP goals.

### ***Technology:***

The EESAC recognizes the importance of technology in instructing our students. They promote the use of technology in the classroom and recognize its benefits for our students. They support the enhancing of our computer labs and the purchasing of more software and hardware to ease teachers' duties and enhance student learning.

### ***Staffing:***

The EESAC recommends the hiring of more teachers in the core areas to reduce class size. They also recommend that funds be allocated to provide stipends for hourly wages to personnel who participate in after-school tutoring for our students.

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

The EESAC encourages our support services to conduct events that inform our students regarding their credits, graduation requirements, college opportunities, and service opportunities.

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

The EESAC supports and encourages that resources are allocated to enhance our magnet program and advanced academic programs.

***Benchmarking:***

The EESAC recommends that teachers and administrators receive the appropriate training regarding programs that align benchmarks to assessments. In addition, they encourage teachers and administrators to learn programs that facilitate the analysis of data that is aligned to benchmarks such as Edusoft and SPI.

***School Safety & Discipline:***

The EESAC supports administration in their efforts to maintain a safe school environment. Extra hourly security is encouraged at all after school events and athletic events. EESAC also encourages alternative forms of discipline such as after school detention rather than CSI so students do not miss valuable instruction.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$25,000.00
Goal 2: Mathematics	\$25,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$5,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$32,000.00
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<b>Total:</b>	<b>\$87,000.00</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*