
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7731 - Miami Southridge Senior High School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: CARZELL MORRIS

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Southridge Senior High School

Miami Southridge Senior High serves approximately 3,700 students in grades nine through twelve. Located in Southern Miami-Dade County, the school serves a diverse population of students from all socio-economic levels in a large urban community. Approximately 48 percent of our students are Hispanic, 39 percent are Black, 11 percent White and the other ethnicities round out to roughly 3 percent. The Hispanic group is represented mostly by Latin Americans, with Cuba being well represented. The Black population is African-American with a marked representation of Afro-Caribbeans. The remainder of the school is represented by small pockets of students from all over the world.

Miami Southridge provides a variety of experiences that encourage the achievement of each student to his or her maximum potential. Currently, 1000 students participate in 44 clubs and eight honor societies. Seniors graduating in 2005-2006 received 4.8 million dollars in academic scholarships. Of our graduating seniors, 30 percent went on to a four year university, while 48 percent went to a two year college, 7 percent went to a vocational school and 9.3 percent joined the armed forces.

Miami Southridge Senior High has the motto for the 2006-2007 school year of an "A" Under Construction. The school was graded as a C last year and now earned a D in the A+ Recognition Plan for the 2005-2006 school year. A reform of the school's curriculum and professional development are underway to make the necessary changes towards improvement for all of our students. The school has been selected as a pilot school for Secondary School Reform and Small Learning Communities grants.

After reviewing the results of the Florida Comprehensive Assessment Test (FCAT), the Volunteers Report, the last issue of the Florida Department of Education Return on Investment (ROI) Index, the last publication of the System for Technology Accountability and Rigor (STaR) Profile, the latest FITNESSGRAM Report Form, School to Career Initiative, the Pupil Progression Plan, the School Climate Survey, the School Profile, Suspension Rate information from COGNOS, the Organizational Performance Improvement Snapshot Survey (OPIS), and the 2005-2006 School Improvement Plan (SIP), we have identified our major objectives for the year:

Given instruction based on the Sunshine State Standards, students in ninth and tenth grade will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the White students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the African-American students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Hispanic students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Asian students will improve their reading

skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, White students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African-American students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Asian students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on Sunshine State Standards tenth grade students will improve their writing skills as evidenced by 75 percent of the students reaching the state required mastery level of 3.5 or higher as documented by scores of the 2007 FCAT Writing Test.

Given instruction based in the Sunshine State Standards eleventh grade students will improve their Science Skills as evidenced by 24 percent of the students scoring a Level three or higher on the 2007 administration of the FCAT Science test.

Given the recruitment of parents, the number of volunteers for the 2006-2007 school year will improve by five percent as evidenced by the volunteer applications and sign-in rosters as compared to 2005-06 applications and sign-in rosters.

Given the interventions and alternate forms of discipline being implemented this school year, the number of suspensions will decrease by five percent by comparing the 2006-2007 COGNOS Student Case Management results with the 2005-2006 results.

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

Given instruction based on the assessment component items of the FITNESSGRAM the school will increase its performance on the 2006-2007 FITNESSGRAM by three percent thereby obtaining an award winner rate of 39 percent as documented by the 2006-07 FITNESS GRAM report.

Miami Southridge will improve its elective offerings by adding the required courses for the implementation of the Performing Arts Academy and the Health and Fire Rescue Academy.

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

Given the instruction based on the high school curriculum which is aligned with the Sunshine State Standards the graduation rate of 53.9 percent will improve by one percent as evidenced by the data in the AYP report for the 2006 school year.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Southridge Senior High School

VISION

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

MISSION

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

CORE VALUES

Excellence
Integrity
Equity
Citizenship

School Demographics

Miami Southridge Senior High School opened its doors in 1976 and is located at 19355 SW 114th Avenue in southern Miami-Dade County, Florida. The campus sits on 30.77 acres and shares a park site with the Miami-Dade County Parks and Recreation Department. The school has one campus and the original building has had several additions throughout the course of its existence. In 1993 a new science wing was added to the southwest part of the building and the Norman Gross wing was built on the northwest part of the building. Additionally, the school also has a vocational building, 12 portable buildings on the northeast side, 20 portable buildings on the southeast side of the main building and a 13 room concrete building on the Southeast portion of our campus. The utilization percentage is 137 percent and the program capacity is 2727. Renovations to the portables and the main building are constantly being made to accommodate the increasing numbers in student population, which has risen to approximately 3700 students. Other noteworthy items include: 1) the gymnasium which has been renovated and a new floor and bleachers have been installed; 2) as a part of a massive energy conservation project initiated by the Miami-Dade County Public School Board in conjunction with Florida Power & Light, new air conditioning chillers have been installed and old equipment in the air-handler units were changed and upgraded; 3) lighting fixtures have been retrofitted throughout the school, providing brighter and more energy efficient light in the school; 4) sinks and toilets have been retrofitted with water-conservation equipment, which is another part of the energy conservation project; 5) the first floor of the main building and all hallways on the second & third floor have been newly tiled.

To meet the needs of a diverse population, Miami Southridge provides Advanced Placement courses offered by the College Board to out academically advanced students and has a ninth grade academy for the remainder of the ninth grade students who are placed on teams according to their FCAT scores. We enroll level I and II students in reading courses that incorporate such programs as Language, Read On, Learning 100.

Likewise, all students who are enrolled in Algebra I will use the Carnegie Cognitive Tutor text as well as the computer software. Intensive Math courses have been added to the curriculum this year. We provide our Limited English Proficiency (LEP) students with an ESOL certified teacher who addresses their language needs, a bilingual curriculum content class in science and social science and after school tutoring sessions in FCAT, Math, Science, and Social Studies.

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

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

The school serves a diverse population of students from all socio-economic levels in a large urban community. Approximately 48 percent of our students are Hispanic, 39 percent are Black, 11 percent White and the other ethnicities round out to roughly 3 percent. The Hispanic group is represented mostly by Latin Americans, with Cuba being well represented. The Black population is African-American with a marked representation of Afro-Caribbeans. The remainder of the school is represented by small pockets of students from all over the world.

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

Miami Southridge is pleased to have seven national certified teachers. The instructional staff educational credentials consist of 35

percent masters degrees, 12 percent specialists degrees, and three percent doctoral degrees.

School Foundation

Leadership:

Miami Southridge Senior High School bases its decision making process on a commitment to involve all stakeholders. Consequently, the administrative team meets monthly with the leadership team. The PTSA, EESAC, and student government meet each month with the principal or a member of the administrative team to discuss upcoming issues and get the input of all who express interest in the issue at hand. Moral boosters and special events are planned for students and employees. Parents are invited to participate as well. All staff was surveyed this past summer regarding the vision and mission. The vote held for the vision and mission to remain the same. They are shared through various forms of media and school-wide decisions are based on the mission of the school.

District Strategic Planning Alignment:

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

Stakeholder Engagement:

For the most part, the staff either strongly agreed or agreed that they understood how their individual contributions fit in to the overall mission of the school. Southridge continues to look for and to implement team work ideas with the staff. A three day retreat was held this past summer in order to bring all members on board with the reform movement.

Faculty & Staff:

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

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

Data/Information/Knowledge Management:

The leadership team was trained on Snapshot, a data analysis program. Each leadership team member has been charged with the mission of assisting the rest of the faculty with the utilization of this program. Additionally, each teacher has been trained on the SPI program. The SPI data is used during team, grade level, or departmental meetings to guide curricular discussions and decisions. Furthermore, the Small Learning Communities coordinator has been identified and has been ensuring that as many staff development workshops are implemented and has assisted with the restructuring of the school.

Education Design:

The staff either strongly agrees or agrees that they are satisfied with their job(s). They are provided opportunities to

participate in the school improvement plan and to make suggestions to solve problems for the customers.

Performance Results:

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

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will read on or above grade level.

Needs Assessment

Results of the FCAT Reading test indicate that 36 percent of the students met the state required mastery level, 44 percent have made annual learning gains and 46 percent of students scoring in the lowest 25 percent have made annual learning gains. In the African American subgroups, only 13 percent scored at the required 44 percent to be at or above grade level. Eighteen percent of the Hispanic subgroup scored at or above the required 44 percent. The Economically Disadvantaged students scored 28 percentage points below the required 44 percent to be at or above grade level. Eleven percent of the Students with Disabilities scored the required 44 percent at or above grade level. All content clusters are in need of improvement for they all showed approximately 50 percent of possible points earned. Consequently attention needs to be dedicated to words and phrases, main idea/ purpose, comparisons, and reference/research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in ninth and tenth grade will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the White students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the African-American students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Hispanic students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Asian students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the Limited English Proficient students will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Learning 100 and Read 180 computer labs for ninth and tenth grade Students With Disabilities needing remediation in reading.	Assistant Principal of Technology Special Education Dept. Chair	8/8/2006	5/15/2007	District-wide literacy plan	\$0.00
Create and offer a ninth period Intensive Reading course for all Level 1 & 2 students using Kaplan materials	Principal of Night School Assistant Principal for Curriculum Reading Coach	9/25/2006	3/1/2007	District-wide literacy plan	\$3000.00
Provide an extensive after-school tutoring program for Advanced Placement students in all subject areas.	Assistant Principal of Curriculum Advanced Placement Coordinator	8/14/2006	5/18/2007	Academic Teams	\$90000.00
Using the continuous improvement model, identify the students in all subgroups in grades 9, 10, 11 scoring at an achievement Level 1 and 2 of the FCAT Reading Test as	Assistant Principal of Curriculum Dept. Chair for Guidance and Counseling	7/26/06	6/1/07	District-wide literacy plan	\$240000.00

delivered in AYP disaggregated data and create intensive reading courses- separate the lower 25 percentile into a pure team and use the Language! program as the curriculum for the classes.					
Implement the Comprehensive Research Based Reading Plan with special focus on the content cluster areas of words/ phrases, main idea/purpose, comprehension, and reference/research while utilizing CRISS strategies.	Assistant Principal for Curriculum Reading Coach	8/8/2006	5/15/2007	District-wide literacy plan	\$0.00
Provide Small Learning Communities (SLC) training for all teachers to facilitate academy formation and discussion of student work in order to target content cluster areas of need as determined by FCAT chats and the results of the MAZE test.	Assistant Principal for Curriculum SLC Coordinator Reading Coach	9/8/2006	3/3/2007	Continuous Improvement Model	\$0.00
Provide a Saturday School Tutoring Academy for all Level 1 & 2 students as well as the students in the subgroups so designated by NCLB and be sure to utilize a pre- and posttest component in the program.	Principal for Adult School Assistant Principal for Curriculum Saturday School Coordinator	9/8/2006	3/3/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Comprehensive Research Based Reading Plan; Language! ; Read 180; Source Books; Kaplan; State adopted textbooks.

Professional Development

Language! Training; FCAT chats training; CRISS workshops; Reading strategies professional development; Small Learning Communities training; Learning 100 workshops; Edusoft Training.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Reading test. Other evaluations used throughout the year will be interim assessments MAZE, tutorial pretests and posttests, Language! and Read 180 tests, and Departmental Midterm and Final examinations.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate improved performance in mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics test indicate that 45 percent of the students have met the state required mastery level and that 62 percent have made annual learning gains. The African American subgroup scored 19 percentage points below the required 50 percent to be at or above grade level. The Economically Disadvantaged subgroup scored 16 percentage points below the required 50 percent to be at or above grade level. The Limited English Proficient students scored 31 percentage points below the required 50 percent to be at or above grade level. The Students with Disabilities subgroup scored 35 percentage points below the required 50 percent to be at or above grade level. Of the content cluster scores, all areas are in need of improvement- number sense, measurement, geometry, algebraic thinking, and data analysis.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, ninth and tenth grade students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, White students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, African-American students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Asian students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their Mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Carnegie Cognitive Tutor program weekly in Algebra I classes.	Assistant Principal of Technology Math Department Chair	8/28/2006	5/7/2007	District Strategic Plan	\$0.00
Utilize a countdown to FCAT calendar in all Algebra I and Geometry courses to address the tested strands and to guide cross-curricular planning.	Assistant Principal for Curriculum Mathematics Dept. Chair	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Provide a Saturday School FCAT Tutoring Academy to Level 1 & 2 students with emphasis on areas in need of improvement for the subgroups as designated by NCLB.	Principal for Adult Education Saturday School Coordinator Assistant Principal for Curriculum	9/8/2006	3/3/2007	Continuous Improvement Model	\$60000.00

Provide training for mathematics teachers on the infusion of technology into the classroom, including the use of graphing calculators and the accessing of pertinent SPI data from FCAT chats.	Assistant Principal for Technology Mathematics Department Chair	8/8/2006	6/1/2007	Continuous Improvement Model	\$5000.00
Using Kaplan materials, provide after school tutorial assistance to students in all AYP subgroups who have not passed the FCAT Mathematics section of the test with emphasis on all content clusters- number sense, measurement, geometry, algebraic thinking, and data analysis.	Assistant Principal for Curriculum	9/13/2006	5/17/2007	District Strategic Plan	\$300000.00
Offer a ninth period FCAT Mathematics Intensive course to Level 1 & 2 students that is inclusive of a pre- and posttest component.	Principal for Adult Ed Assistant Principal for Curriculum	8/8/2006	3/3/2007	Continuous Improvement Model	\$30000.00

Research-Based Programs

State adopted textbooks; Riverdeep; Carnegie Cognitive Tutor

Professional Development

Cognitive Tutor training; Riverdeep refresher training; Reading strategies workshop; Graphing Calculator Training; Student Performance Indicator (SPI) training; FCAT chats training; Edusoft training.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT. Other evaluations used throughout the year will be pretests and posttests for tutorial programs, assessment tools from the Kaplan resource packets, Data Analysis, and Departmental Midterm and Final Examinations.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results from the 2006-2007 FCAT Writing test indicate that 74 percent of the students met the state required mastery level. The percentage of all subgroups making a one percent improvement also dropped between two and four percentage points.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input 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 based on Sunshine State Standards tenth grade students will improve their writing skills as evidenced by 75 percent of the students reaching the state required mastery level of 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		
Utilize department meetings to discuss student writing folders and to make necessary pedagogical changes.	Assistant Principal for Curriculum Language Arts Dept. Chair	8/8/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide writing workshops for all teachers so that they can implement the FCAT writing style across the curriculum.	Assistant Principal for Curriculum Department Chairpersons	8/8/2006	3/5/2007	District-wide literacy plan	\$0.00
Ensure that all Language Arts teachers are using formulaic writing to build writing skills.	Assistant Principal for Curriculum Language Arts Department Chairs	8/8/2006	6/1/2007	District-wide literacy plan	\$0.00
Improve writing skills by utilizing the "Word of the Day" program to increase vocabulary and reading proficiency.	Assistant Principal for Curriculum Reading Coach Language Arts Department Chair	8/8/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide training on the usage of the Holt, Rhinehart, and Winston's online essay scoring program	Assistant Principal for Curriculum Language Arts Department Chair Assistant Principal of Technology	8/8/2006	3/2/2007	Continuous Improvement Model	\$0.00
Provide after-school writing workshops to students in need of assistance to develop their writing skills.	Assistant Principal for Curriculum Language Arts Department Chair	9/5/2006	3/2/2007	Continuous Improvement Model	\$3000.00
Use SPI data and Florida Writes practice scores to enable analysis of the on-going progress of the students, while remaining true to the continuous improvement model.	Assistant Principal for Curriculum Language Arts Dept. Chair	8/10/2006	4/9/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

Training on formulaic Writing process; Holt, Rhinehart, & Winston Essay scoring program training; SLC training to discuss student work; Edusoft training.

Evaluation

This objective will be evaluated by the results of the 2007 Florida Writes. Other evaluations used throughout the year will be bi-monthly writing prompts, interim assessments, midterm and final examinations.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:

Improve the scientific knowledge of all students.

Needs Assessment

Results on the 2006 Science FCAT test indicate that the percent of items answered correctly dropped by four percent from the prior year, most specifically the sections of Earth Space Science and Physical Science. Twenty-three percent of the students who tested scored at Level 3 or higher on the 2006 administration of the Science FCAT test.

Measurable Objective

Given instruction based in the Sunshine State Standards eleventh grade students will improve their Science Skills as evidenced by 24 percent of the students scoring a Level three or higher on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use CRISS strategies across the curriculum in Science	Assistant Principal for Curriculum Reading Coach	8/8/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement the Science Word of the Day in each science class.	Assistant Principal of Curriculum Science Department Chair	8/8/2006	6/1/2007	District-wide literacy plan	\$0.00
Incorporate the use of Science FCAT type questions based on the item specifications.	Assistant Principal of Curriculum Science Department Chair	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Train all Science teachers on FCAT strands within Earth Space, Biology, Physical Science, and Chemistry.	Science Curriculum Specialist	8/14/2006	5/11/2007	District-wide literacy plan	\$0.00
Use Sciencosaur Resource books as a tool	Assistant Principal for Curriculum Science Department Chair	8/14/2006	5/11/2007	Continuous Improvement Model	\$0.00
Provide the teachers with training on LCD projectors/ Smartboard, Power Point, GIZMOS, and Explore Learning and provide tech support for the proper utilization of the technology.	Vendors; Instructional Support Specialist	8/11/2006	5/11/2007	District-wide literacy plan	\$0.00

Research-Based Programs

State adopted Science text books; Riverdeep.

Professional Development

Training on GIZMOS and Explore Learning; Workshops on FCAT practice exercises; training on Smartboards/ LCD projectors/ Powerpoint; CRISS training; SPI training; Edusoft training.

Evaluation

The objective will be evaluated by the results of the 2007 FCAT Science Test. Other evaluations to be used will be Interim District approved Assessments and Departmental Midterm and Final examinations.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

Miami Southridge faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental attendance has been steadily decreasing each year. Many parents are single parents who work one or more jobs and have the added responsibilities of younger children in the home. The addition of a well known career specialist to our staff should help to address the parental involvement process. Additionally, a newly elected PTSA board has been recruiting PTSA members which is very much needed since last school year only three members were actively involved in the PTSA events.

Measurable Objective

Given the recruitment of parents, the number of volunteers for the 2006-2007 school year will improve by five percent as evidenced by the volunteer applications and sign-in rosters as compared to 2005-06 applications and sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Advertise the need for PTSA members and volunteers at school activities.(National PTA Standard # 4- Volunteering)	Assistant Principal for Curriculum	8/8/2006	6/1/2007	Continuous Improvement Model	\$0.00
Plan student activities and Bilingual Outreach programs during PTSA meetings.(National PTA Standard # 6 Collaborating with Community)	Assistant Principal for Curriculum PTSA President	9/18/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide Open House Parent Grade Book Viewer Training.(National PTA Standards #3 Student Learning)	Assistant Principal for Curriculum Grade Book Manager	9/11/2006	9/11/2006	Communities of Practice	\$0.00
Announce PTSA meetings on website, on WSHR, in Neighbors newspaper and in Principal's newsletter.(National PTA Standard #1 Communicating)	Assistant Principal for Technology and Assistant Principal for PTSA	8/8/2006	6/1/2007	Community Partnerships	\$0.00
Increase parental involvement by utilizing the Parent Academy and the Parent Resource Center.(National PTA Standard #2 Parenting)	PTSA President Assistant Principal for the PTSA	8/8/2006	6/1/2007	Community Partnerships	\$0.00
Use ConnectEd to notify the community of activities at the school.(National PTA Standard #1 Communicating)	Administrative Team	8/8/2006	6/1/2007	Community Partnerships	\$0.00
Provide recognition ceremonies for the volunteers and PTSA members. (National PTA Standards #4 Volunteering)	Assistant Principal for the PTSA	8/8/2006	6/1/2007	Communities of Practice	\$1000.00
Increase the number of informational literature mailed to parents (National PTA Standard #1- Communicating).	Assistant Principal for the PTSA PTSA President	8/8/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

National Standards for PTA

Professional Development

Workshops on parent grade viewer; workshops provided by Bilingual Outreach program for LEP community; Parent Academy; Workshops on College Preparation.

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

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

Needs Assessment

Based on the 2005-2006 Student Case Management System's information depicted in COGNOS, the number of Code of Student Conduct violations at Southridge exceed the district average, numbering 1,116 Outdoor Suspensions and 2,295 Indoor Suspensions.

Measurable Objective

Given the interventions and alternate forms of discipline being implemented this school year, the number of suspensions will decrease by five percent by comparing the 2006-2007 COGNOS Student Case Management results with the 2005-2006 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expand the Saturday School program and offer that recourse in lieu of Outdoor Suspension.	Assistant Principal for Discipline Administrative Coordinator for Saturday School Program	9/9/2006	5/11/2007	Continuous Improvement Model	\$30000.00
Organize support systems for teachers to work together to provide alternative setting for disruptive students for the particular class period.	Assistant Principal for Discipline Department Chairs Grade Level teams	8/8/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide parents with Code of Student Conduct and Parent-Student Handbook with disciplinary guidelines.	Assistant Principal for the PTSA Assistant Principal for Curriculum	8/11/2006	5/11/2007	Continuous Improvement Model	\$0.00
Create a more progressive behavior intervention plan which will be followed by all administrators.	Administrative team	8/14/06	6/1/07	District Strategic Plan	\$0.00
Provide teachers with classroom management courses offered by TEC.	Department Assistant Principals	8/8/2006	5/11/2007	Continuous Improvement Model	\$0.00
Provide Peer Mediation intervention and training for students and staff on CRISIS intervention.	Department chair for Guidance Trust Counselor	8/14/2006	5/11/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

TEC offered Classroom Management courses

Workshops offered by CRISIS intervention specialist

Critical Incident Response Plan workshop

Evaluation

The Executive Summary Report provided by OIT as well as COGNOS data will be used to compare the 2006-2007 suspension data to the previous school year's information.

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"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas

Needs Assessment

Results of the last publication of the System for Technology Accountability and Rigor (STaR) School Profile indicates that of the fifteen categories, the school is below the district and state average in the areas of technology and support, funding, teacher and student access to technology and 21st Century Learning tools. In addition, although each classroom has a computer with internet access, more need to be purchased to provide additional workstations for student use, most specifically at least five stations in each Reading teacher's classroom and the need to provide a computer lab for the two major content area departments.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that technical support is provided in a timely fashion to customers.	Assistant Principal for Technology Business Manager Media Specialist	7/28/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide inservices for the teachers and parents on the electronic gradebook.	Assistant Principal for Technology Instructional Computer Specialist	8/8/2006	5/11/2007	Career Development Programs	\$0.00
Provide additional workstations for teachers and students.	Assistant Principal for Technology	7/10/2006	6/30/2007	Continuous Improvement Model	\$16000.00
Purchase LCD projectors, SmartBoards, School Pads, laptop labs, and programs with licenses.	Assistant Principal for Technology Business Manager	7/10/2006	6/30/2007	Continuous Improvement Model	\$16000.00
Attend technology conferences to broaden the knowledge base of 21st Century Learning tools.	Principal Assistant Principal for Technology	8/8/2006	5/25/2007	Continuous Improvement Model	\$3000.00

Research-Based Programs

N/A

Professional Development

Vendor workshops; On-site grade book training sessions by grade book manager; technology conferences.

Evaluation

This objective will be evaluated based in the results of the latest publication of the STaR school report, as well as the report from the Excelsior Grade Book.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

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

Needs Assessment

Results of the 2005-2006 FITNESSGRAM test indicate that 36 percent of the students scored at gold or silver award winner levels.

Measurable Objective

Given instruction based on the assessment component items of the FITNESSGRAM the school will increase its performance on the 2006-2007 FITNESSGRAM by three percent thereby obtaining an award winner rate of 39 percent as documented by the 2006-07 FITNESS GRAM report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide individual instructional sessions for students based on the action plan.	Assistant Principal for Physical Education Department Head of Physical Education	8/8/2006	4/27/2007	District Strategic Plan	\$0.00
Complete pre-test and post-tests and compare the data in order to take measures for improvement.	Department Chair for Physical Education	8/8/2006	4/13/2007	District Strategic Plan	\$0.00
Organize interclass and school wide competitions.	Assistant Principal for Physical Education Department Chair for Physical Education	8/8/2006	3/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to be sure that activities selected are related to assessment components.	Department Assistant Principal	8/8/2006	5/17/2007	District Strategic Plan	\$0.00
Complete research papers on FITNESSGRAM related activities.	Department Chair for Physical Education	8/8/2006	3/30/2007	District Strategic Plan	\$0.00
Attend Fitness Gram workshops	Department Chair for Physical Education	8/8/2006	5/25/2007	District Strategic Plan	\$200.00
Provide CPR training for the staff.	Assistant Principal of Curriculum Health Department Chair	4/19/2007	5/17/2007	Continuous Improvement Model	\$400.00

Research-Based Programs

FITNESS GRAM

Professional Development

FITNESSGRAM workshops

CPR training

Fitness Workshops

Evaluation

The objective will be evaluated based on the progress of quarterly assessments, 2007 FITNESSGRAM, and other teacher made assessments.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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 checked="" type="checkbox"/>

GOAL 9 STATEMENT:

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

Needs Assessment

A review of the master schedule for the 2005-2006 school year and a part of the secondary school reform indicate that additional courses are needed to expand the academy model at Miami Southridge Senior High. Each of the 3,698 students added two additional courses to his/her schedule and academies are being established over a five year period.

Measurable Objective

Miami Southridge will improve its elective offerings by adding the required courses for the implementation of the Performing Arts Academy and the Health and Fire Rescue Academy.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Work with the feeder pattern middle schools to recruit students for the performing arts program.	Assistant Principal for Curriculum Department Chair for Performing Arts	8/8/2006	6/1/2007	Small Learning Communities	\$0.00
Arrange for middle school students to visit the school to view our location and programs	Assistant Principal for Curriculum Lead teacher Department Chair for Performing Arts	8/8/2006	6/1/2007	Small Learning Communities	\$0.00
Improve the number of community events that our performing arts students participate in.	Department Chair for Performing Arts Performing Arts Teachers	8/8/2006	6/1/2007	Community Partnerships	\$0.00
Expand the performing arts and business education academies.	Assistant Principal for Curriculum Department Chair for Performing Arts	8/4/2006	6/1/2007	Small Learning Communities	\$20000.00
Create a Fire Academy in conjuncton with the Health Academy since the basiv courses for both academies are similar.	Assistant Principal of Curriculum SLC Coordinator	7/14/2006	6/1/2007	Small Learning Communities	\$0.00
Involve parent organizations with the planning and coordination of field trips, informational events, and school to wrok initiatives.	Performing Arts Sponsors PTSA President	8/8/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

National Academy Foundation
National Career Academy Coalition

Professional Development

District and Region Workshops
SLC workshops- in and out of State
Secondary School Reform trainings

Evaluation

This objective will be evaluated based on the 2007-2008 Curriculum Bulletin, the Master Schedule, and the academy offerings.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of students tested by providing attendance incentives	Assistant Principal for Attendance Department Chair for Guidance	7/28/2006	6/1/2007	District Strategic Plan	\$3000.00
Become more informed about the use of financial resources in relation to school programs	Principal Assistant Principal for Curriculum	7/28/2006	6/1/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation	Principal Business Manager	7/28/2006	7/26/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e-.g private foundations, volunteer networks	Assistant Principal for Attendance Department Chair for Guidance	7/28/2006	7/26/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies	Assistant Principal for Facilities Activities Director	7/28/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

District Workshops

Evaluation

On the next State of Florida ROI index publication, Miami Southridge Senior High School will show progress toward reaching the 48th 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"/>

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

GOAL 11 STATEMENT:

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

Needs Assessment

Results of the Florida Department of Education Adequate Yearly Progress (AYP) Report indicate that 53.9 percent of the students graduated in 2006. This is an increase of 1.9 percent from the previous year; however, over 45 percent of the students are still not graduating from highschool.

Measurable Objective

Given the instruction based on the high school curriculum which is aligned with the Sunshine State Standards the graduation rate of 53.9 percent will improve by one percent as evidenced by the data in the AYP report for the 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete the SSR Readiness Profile with the leadership team	Leadership Team	9/29/2006	9/29/2006	District Strategic Plan	\$0.00
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Leadership Team Assistant Principal for Curriculum	8/8/2006	5/25/2007	Small Learning Communities	\$0.00
Review career education programs/academies with the school community	Leadership Team Assistant Principal for Curriculum	9/8/2006	5/25/2007	Community Partnerships	\$0.00
Review Dept Of Education debriefing session regarding SSR & SLC.	Principal Leadership Team SLC Coordinator	9/27/2006	9/28/2007	Continuous Improvement Model	\$0.00
Attend SLC workshops provided by NWREL and District Offices.	Assistant Principal of Curriculum SLC Coordinator	8/4/2006	6/1/2007	Small Learning Communities	\$15000.00
Research community partnerships associated with career/academy theme	SLC Coordinator Assistant Principal for Curriculum	7/28/2006	6/1/2007	Community Partnerships	\$0.00
Develop a master schedule to accommodate the required courses for the career academies.	Assistant Principal for Curriculum SLC Coordinator	8/4/2006	8/14/2006	Academic Teams	\$0.00

Research-Based Programs

Secondary School Reform (SSR) Framework

Professional Development

Secondary School Reform Summit

Leadership Summit

Curriculum Workshops

College and State University Admissions workshops

Small Learning Communities Training

Evaluation

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

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC recommended that all individual financial requests be tabled until all of the instructional needs of the school have been met.

Training:

The EESAC recommended that all staff participate in differentiated instruction, CRISS, Writing Across the Curriculum workshops, as well as making this available to parents.

Instructional Materials:

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

Technology:

The EESAC recommended that at least five computers be placed in each reading class and that a computer lab be made available year round to the Language Arts and Math teachers. Training on the different software and hardware should continue as needed

Staffing:

The EESAC supported the hiring of a full time Reading coach and SLC coordinator, as well as academy leaders for the developing academies.

Student Support Services:

The EESAC recommended that the counselors continue to visit classrooms and present information specific to the particular grade levels. Furthermore, each ninth grade team should be assigned a counselor.

Other Matters of Resource Allocation:

The EESAC recommended that the SLC funds be utilized to further train the faculty and to allow for planning time by the SLC members.

Benchmarking:

The EESAC supported the allotment of summer planning time for the content area teachers. The EESAC also recommended the allowance of time for cross-curricular planning.

School Safety & Discipline:

The EESAC recommended the continuation of Exclusion and Saturday School as alternatives to suspension.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$333,000.00
Goal 2: Mathematics	\$395,000.00
Goal 3: Writing	\$3,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$30,000.00
Goal 7: Technology	\$35,000.00
Goal 8: Health & Physical Fitness	\$600.00
Goal 9: Electives & Special Areas	\$20,000.00
Goal 10: Return On Investment	\$3,000.00
Goal 11: Graduation (High Schools Only)	\$15,000.00
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Total:	\$835,600.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent