SCHOOL IMPROVEMENT PLAN
2007 - 2008

Miami Beach Senior High School (7201)

Feeder Pattern - Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Rosann Sidener

Superintendent - Rudolph F. Crew, Ed.D.

School Improvement Plan
2007-2008

EXECUTIVE SUMMARY

Miami Beach High School is located on 19.57 acres in Miami Beach at 2231 Prairie Avenue. The school is currently under construction. The campus has six classroom buildings and two cafeterias. The freestanding auditorium and two music rooms have been torn down. MBHS serves approximately 1965 students, including standard curriculum students (64.5 percent), Students with Disabilities (SWD, 10.5 percent), English Language Learners(ELL, 26.1 percent), and economically disadvantaged students (54.5 percent). The ethnic/racial makeup of the student population is 8 percent Black, 71 percent Hispanic, 18.8 percent White, and 1.8 percent Other. The students come from 65 different countries and speak 22 different languages at home. The mobility rate of the school is 28 percent. Retention rates for ninth and tenth graders equal 21 percent, and 8 percent, respectively, resulting in approximately 56 percent of students graduating in the standard four year time period. MBHS is a Full Service School with a fully staffed health clinic, providing both direct assistance and references to appropriate Social Service agencies. Additionally, students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. As one of the Smaller Learning Communities cohort schools, MBSH has adopted an 8-period schedule and is currently adding academies in the areas of Creative Arts, Liberal Arts, Business & Technical Arts, as well as a Freshman Academy. Scholars Academy, the Academy of Hospitality & Tourism, and the Information Technology Academy programs allow students to complete internships during the school year and summer. The school offers an extensive Advanced Placement (AP) program, and acceleration of student competencies is enhanced by participation in the Dual Enrollment Program which allows seniors to accrue college credit from Miami-Dade College at the same time they complete their high school graduation requirements. There is a program for English Language Learners (ELL) including Bilingual Curriculum Content courses in mathematics, science, and social studies. The school offers the following SPED deliveries: 67 inclusion classes, two autistic units, one profoundly mentally handicapped unit, and one unit for severely emotionally disturbed students.

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Hispanic students meeting high standards in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Economically Disadvantaged students in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of English Language Learners (ELL) students in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Students With Disabilities in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Based on the Sunshine State Standards, Students With Disabilities (SWD)in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Based on the Sunshine State Standards, English Language Learners (ELL)in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 81 percent of students meeting the state required mastery level of 3.5 or higher in writing on the 2008 administration of the FCAT Writing+ Test.

Given the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 51 percent achieving Level 3 or higher on the 2008 administration of the FCAT Science Test.

In order to increase parental awareness of vital educational issues involving their children's education, the administration and staff of Miami Beach Senior High School will target participation in various activities and groups which help develop the school's curriculum in order to establish baseline dat as evidenced by sign-in sheets and attendance logs.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, the administration and staff of Miami Beach Senior High School will continue to restructure attendance and discipline procedures in order to decrease the number of tardies to school and class cuts by 5 percent.

Given an emphasis on the use of technology in education, all teachers at Miami Beach Senior High School will receive training to accurately record attendance electronically as evidenced by daily school attendance reports.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in Personal Fitness will improve skills as evidenced by a three percent increase in the number of students reaching the Silver or Gold level on the FITNESSGRAM test in 2008 as compared with the percentage of students who reached the Silver or Gold level in 2007.

Given emphasis on the benefits of participating in advanced academic programs, Miami Beach Senior High School will implement the AVID Program in 2007-2008 to increase access to advanced courses for underserved populations.

Miami Beach Senior High School will improve its ranking on the State of Florida ROI Index publication from the 40th percentile in 2005 to the 41st percentile on the next publication of the Index.

Miami Beach Senior High School will increase the number of students graduating by one percent, from 56 percent in 2006-2007, to 57 percent in 2007-2008.

According to the 2006 Organizational Performance Improvement Snapshot (OPIS)self-assessment survey taken by the entire staff, the two areas MBSH need to address in 2007-2008 are #2 District Strategic Planning Alignment which deals with involvement of employees in the development of the school's goals and objectives, and #7 Performance Results which analyzes the processes that drive the function of the school. These two areas were chosen because they had the lowest average scores (3.6 and 3.8). Both areas involve the need for better communication among all levels of the organization. In order to address areas of concern, the staff will be divided into ten study groups which will meet once a month. Some topics to be considered will involve budget, allocation of resources, development of goals, and the best use of the staff's time and talent.
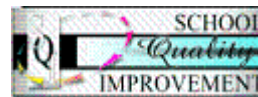
MIAMI-DADE COUNTY PUBLIC SCHOOLS

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.

7201 - MIAMI BEACH SENIOR HIGH SCHOOL

VISION

We are committed to provide educational excellence for all.

MISSION

To provide the highest quality education through Small Learning Communities.

CORE VALUES

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our learners, families and staff.

We honor and foster the diversity of our community by working collaborativelyfor the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

We pursue the highest standards in all we do.

School Demograhics

Miami Beach Senior High School is a comprehensive and Full-Service School for grades nine through twelve located in the heart of Miami Beach's booming tourist economy. Serving the nine communities of the Miami Beach area, MBHS serves 1965 students. The ethnic/racial makeup of the student population is 7.6 percent Black, 71.7 percent Hispanic, 18.4 percent White, and 2.4 percent Other. The school has a 28 percent mobility index which means that students are entering or leaving on a daily basis throughout the year. Most of these students are first generation immigrants. MBHS has a 16.5 percent English Language Learners (ELL) student enrollment. Although over 70 percent of our students qualify for free/reduced lunch, only 60 percent of high school students apply. The Miami Beach Senior High School feeder pattern includes South Pointe Elementary School, North Beach Elementary School, Treasure Island Elementary School, Fienberg-Fisher K-8 Center, Ruth K. Broad Bay Harbor Elementary School, Biscayne Elementary School, and Nautilus Middle School.

This 75 year-old school has been retro-wired to provide Internet and Intranet access to all of the classrooms and has a total of 662 computers. The media center houses a closed circuit television system and internet access via 35 computer stations. In 2007-2008 all classroom teachers will receive a laptop computer.

MBHS employs a total of 166 full-time staff members and 30 part-time staff members. Of this group, four are administrators, 111 are classroom teachers, 17 are exceptional student teachers, four are guidance counselors, four are student service providers, three are teacher aides, eight are clerical employees, and 18 are custodial/service workers. Of the teaching staff, 18 percent are teachers new to this school, largely due to the increase of course offerings for the 8-period schedule, with the average length of time teaching in Florida at 12 years. The demographic makeup of the staff is 39 percent White non-Hispanic, 18 percent Black non-Hispanic, 39 percent Hispanic, and three percent Asian. Sixty seven instructional staff members have advanced degrees. All instructional staff members are certified to teach in their fields. The faculty and staff at MBHS are provided with their choice of professional development programs that are provided by the school site and District. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid training, conferences, and workshops that are in alignment with the goals of the school.

Level one students in grades nine and ten are placed in Intensive Reading and/or Intensive Mathematics elective classes in addition to their regular Language Arts and Mathematics classes. Intensive Reading and Mathematics courses are also available after school through night school. Teachers across the curriculum offer tutoring at lunch and after school. Pull-out tutoring is provided for targeted students in eleventh and twelfth grade who have not yet passed the FCAT. Tutoring is also available through the ESOL/BCC Department's Home Language Assistance team. The Full Service School provides year-around assistance for Students With Disabilities and economically disadvantaged students. Tutoring in reading is available daily for 11th and 12th graders through the English Honor society. Tutoring in mathematics is available daily through Mu Alpha Theta. The school has a 13th year program in the summer. After-school or Saturday tutoring will be offered to all eligible students if funds become available.

MBSH received a Smaller Learning Communities grant as part of the District's reform effort to structure the whole school toward an academy model of schools-within-school, including the Scholars Academy for students in grades nine through twelve which fosters advanced academics, the Academy of Hospitality and Tourism which offers students a chance to learn and work in various aspects of the tourism industry, and the Information Technology Academy with majors in support technology, business management, and web design, a Freshman Academy, Creative Arts Academy, and Liberal Arts Academy. The school also has an active NJROTC program.

The Florida Department of Education grades Beach High as a "D" school. MBSH 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 personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Parents who are in need of basic literacy skills, computer skills, and parenting skills can participate in the Parent Academy, as well as having access to social services and governmental resources through the Full Service School Program. The EESAC meets monthly concerning issues that have an impact on the School Improvement Plan (SIP). The group decides how to allocate EESAC funds. Each year there is a joint meeting with the PTA in which the group's overall budgets are reviewed, discussed and approved. The school's curriculum council presents issues that involve school wide literacy, student scheduling, FCAT preparation, and student activities to be approved by the EESAC. Members of the faculty, student body and community are invited to attend EESAC meetings and voice concerns regarding curriculum and student activities. EESAC and then entire faculty is active in the creation of strategies in the SIP. After the plan is written, it is reviewed by the EESAC. The group is also involved in the Mid-Year Review and the assessment of Annual Yearly Progress.

School Foundation

Leadership:

Issues relating to how the leadership sets direction for the school, shares the mission and vision of the school ranked highest in the Leadership portion (4.0+) of the Organizational Performance Improvement Snapshot (OPIS) completed in 2006. The staff believes that the organization obeys laws and regulations and lets them know what it thinks is most important. Supervisors encourage learning for career advancement. Staff members are invited to attend EESAC meetings to share concerns.

District Strategic Planning Alignment:

Of the seven categories on the OPSAS, District Strategic Planning Alignment rated the lowest (3.7). Respondents felt that they are not aware of how well the school is doing financially or what its future plans are. Many people believe that the organization could do more to remove the things that get in the way of progress. Respondents want supervisors to use their talents well and listen to their ideas about plans for the future.

Stakeholder Engagement:

The level of satisfaction for Stakeholder Engagement was relatively high(4.1). The staff is basically satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work. Some members of the staff expressed concern that superiors do not care what they think.

Faculty & Staff:

The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission is and most feel inclined to work toward accomplishing the mission and goals of the school. New Teacher Orientation is conducted by the administrative staff at the beginning of the school year. The MINT (Mentoring Initiative for New Teachers) coordinator facilitates the New Teacher Program. New teachers receive a District devised newsletter on a regular basis. The department chairs assign an experienced buddy teacher for each new teacher in the department. Each new teacher is part of the school's Professional Growth Team which is available throughout the year to assist new teachers with the Professional Assessment and Comprehensive Evaluation System (PACES). The school's structure for communicating policy and procedures includes, EESAC meetings, administrative staff meetings, curriculum council meetings, departmental meetings, and special ad hoc committee meetings.

Data/Information/Knowledge Management:

The ability to utilize data to monitor the progress of its employees and school functions received scored relatively high(4.1) on the OPIS. Generally the staff works as a team and they feel safe in the workplace. The lowest responses in this category (3.8) involved recognition for work done and feeling that their supervisors care about them. Data from the State and District regarding achievement is available to the staff through SPI, EDUSOFT and SNAPSHOT.

Education Design:

Knowledge of the processes that drive the function of the school received 3.8. The staff collects information about the quality of their work and have control of the processes necessary for doing their work. The lowest response in this category (3.5) involved not being asked for their ideas about plans for the future. Miami Beach Senior High School's School Improvement Model is based on the Continuous Improvement Model. Evaluation of the school's progress is monitored semi-annually by the District and yearly by the Southern Regional Education Board's High Schools That Work and Southern Association of Colleges and Schools. The school's Continuous Improvement Model has helped raise student achievement because of data analysis provided by the district, the state, Southern Association of Colleges and Schools (SACS), and High Schools That Work (HSTW). Site visits from SACS and HSTW provide feedback to teachers and the administration. According to the 2003-2004 School Profile, the School Climate Survey indicates that students, parents, and teachers rate Miami Beach Senior High half a grade point below the district average for all senior high schools in the District in the areas of school safety, quality of education, and over-all climate for learning.

Performance Results:

The average score delineating the processes that drive the function of the school was (3.8). The staff is most satisfied that their work products meet requirements for high quality and that the organization obeys laws and regulations and has high ethics. This year the school will target classroom management and school attendance. The average over-all job satisfaction was ranked (3.9).

Schools Graded 'C' or Below

Professional Development:

Miami Beach Senior High School faculty and staff are provided with opportunities to attend school site, Region, District and National professional development activities. These workshops enhance the academic rigor and personalized learning environment available to our students. The following workshops and activities have been provided to date: MINT (Mentoring Iniative for New Teachers), National Academy Foundation (NAF) workshops, Small Learning Communities workshops, Secondary School Reform workshops, AVID training, SNAPSHOT training, CRISS training, Inclusion workshops, CORE Reading workshops, Region II data analysis meetings, Career and Technical Education workshops, Write Traits training, Learning Express training, High Schools that Work workshops, College Board workshops.

Disaggregated Data :

The faculty and staff at Miami Beach Senior High School engage in the Continuous Improvement Model. Faculty and staff spent two days during the summer disaggregating students' FCAT performance data through the use of SNAPSHOT. Snapshot workshops will continue throughout the school year once per grading period to provide further training and reinforcement. Teachers are scheduled into common planning periods on alternating block schedule days to allow time to analyze data and plan for instruction based on students' needs. Students are placed in Intensive Reading and Mathematics classes based on FCAT scores. Instructional focus calendars based on assessment data are utilized across the curriculum. Bilingual content tutoring, pull-out Reading tutoring, after school tutoring, and Saturday tutoring are provided for students based on academic needs. Student Services personnel, Academy Leaders, Scholars Lead teacher, and administrators review student attendance and academic progress reports and report cards to monitor students' progress and provide interventions where appropriate. Students and teachers participate in Data Chats in all classes in order to set academic goals.

Informal and Formal Assessments:

Miami Beach Senior High school teachers developed in-house assessments to measure students' progress on benchmarks taught using school wide instructional focus calendars. MBSH also administers District Interim Assessments. Data is disaggregated using Edusoft and teachers meet during common planning time to review students' progress on assessments. Language Arts teachers utilize the Learning Express Writing assessment program and holistic scoring reports to provide focused Writing instruction. Mathematics teachers utilize common lesson plans and assessments, and meet regularly to analyze data and refocus instruction according to students' needs. Science teachers utilize the Region II Integrated Science curriculum which includes common assessments, and meet regularly to disaggregate student benchmark data.

Alternative Instructional Delivery Methods :

Miami Beach Senior High is proud of its high rate of inclusion for SPED students. Inclusion classes with team teachers are provided at all grade levels in all core subject areas. In addition, MBSH utilizes the following instructional delivery methods to ensure the academic success of all students: Differentiated Instruction, Intensive Reading and Mathematics courses for struggling students, AVID program techniques, Pull-out tutoring, after school and Saturday tutoring, Bilingual Content tutoring, computer-assisted instruction, Scholastic Aptitude Test (SAT) Prep courses, Advanced Placement courses, full-time Gifted program. AP students are encouraged to participate in honor society peer-tutoring programs for students in need of assistance in Math and Science.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

☑	Different Innovative Approaches to Instruction
☑	Responsibility of Teaching Reading for Every Teacher
☑	Quality Professional Development for Teachers and Leaders
☑	Small Learning Communities (SLC)
☑	Intensive Intervention in Reading and Mathematics
☑	Course Choice Based on Student Goals / Interests / Talent
☑	Master Schedules Based on Student Needs
☑	Parental Access and Support
☑	Applied and Integrated Courses
☑	Academic and Career Planning

Different Innovative Approaches to Instruction can be found in Action Steps in Reading, Writing, Mathematics, Science, and Electives/Special Areas.

Responsibility of Teaching Reading for Every Teacher can be found in Action Steps in Reading.

Quality Professional Development for Teachers and Leaders can be found in the Action Steps and Professional Development section in Reading, Writing, Mathematics, Science, Electives/Special Areas, Discipline & Safety, Technology, Health and Physical Fitness.

Small Learning Communities (SLC) can be found in Executive Summary, School Demographics, Reading, Writing, Mathematics, Science, and Electives/Special Areas.

Intensive Intervention in Reading and Mathematics can be found in School Demographics, Reading and Mathematics.

Course Choice Based on Student Goals / Interests / Talent can be found in Executive Summary, School Demographics, and Electives/Special Areas.

Master Schedules Based on Student Needs can be found in place at the school site in the structure of the ninth grade academy, Advancement Via Individual Determination (AVID) program, ESOL/BCC, Scholars Academy, Gifted, Advanced Placement and Honors courses, Scholars Academy, Intensive Reading and Intensive Mathematics courses, Academy of Hospitality and Tourism (AOHT) and Information Technology (IT) academies, and SPED courses. Articulation processes will be revamped this school year to further the school's transition into the School-within-a-School framework outlined by Secondary School Reform.

Parental Access and Support can be found by visiting the Parent Resource Center, and through schedules and attendance logs for Parent Academy workshops such as Parent Portal Gradebook Viewer training, PTA and EESAC meetings, New Student Orientation logs, College Fairs, Connect-Ed call records, school-to-home mailings, the MBSH school website, and Parent Night participation logs.

Applied and Integrated Courses are found in the Academy of Hospitality & Tourism (AOHT), Information Technology (IT) Academy, Scholars Academy, AVID, Business and Career/Technical Education, On-the-Job Training, Leadership Development, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED, and a partnership with Baker School of Aviation.

Academic and Career Planning are provided by Guidance Counselors, Academy Leaders, AVID Coordinator, College Advisement Placement Counselor, Scholars Lead Teacher, and the School-to-Career Specialist.

Reading Goal

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

Florida Education Priorities

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Reading Statement

Students at Miami Beach Senior High School will continue to improve their reading skills.

Needs Assessment

Scores on the 2007 FCAT Reading Assessment indicate that 71 percent of students in grade ten did not meet high standards in reading, and 58 percent of students in grade nine did not meet high standards in reading. The percentage of students in grade ten who did not make acceptable levels of learning gains in reading was 64 percent, and 43 percent for grade nine students. Grade ten students scored highest in Comparisons (82 percent) and lowest in Main Idea/Purpose (19 percent). Grade nine students scored highest in Words and Phrases (83 percent) and lowest in Reference and Research (44 percent). Scores on the 2007 FCAT Reading Assessment indicate that 36 percent of students in grade ten, and 60 percent of students in grade nine scoring in the lowest 25 percent made learning gains in reading. Adequate Yearly Progress was not met by the following subgroups: Hispanic, Students with Disabilities, English Language Learners, and Economically Disadvantaged. Thirty two percent of students in grade nine scored Achievement Level 1, and 50 percent of students in grade ten scored Achievement Level 1. There is a need for increased focus on school wide reading strategies to assist students with Main Idea/Purpose, Words and Phrases, and Reference and Research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	✔	☐	☐	✔	✔	✔

Measurable Objective

Given instruction based on the Sunshine State Standards, the percent of students meeting high standards in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Hispanic students meeting high standards in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Economically Disadvantaged students in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of English Language Learners (ELL)students in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the percent of Students With Disabilities in grades nine and ten will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with opportunities to analyze and utilize student data to modify their instruction and meet the educational needs of their students.	Principal, Assistant Principal for Curriculum, Language Department Chair, Language Arts teaachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Increase the number of teachers who obtain or begin reading endorsement classes.	Principal, Assistant Principal for Curriculum, Reading Coach, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Reading Plus and FCAT Explorer through the ninth grade orientation classes.	Principal, Assistant Principal for Curriculum; Ninth Grade Academy Leader	8/20/2007	6/5/2008	Education Innovation	0
Utilize schoolwide instructional focus calendar aligned with CRISS strategies and vocabulary strategies in classes across the curriculum.	Principal, Assistant Principal of Curriculum, Reading Coach, Department Chairs, Teachers	8/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Language! program for Intensive Reading and ESOL Level 1 classes.	Principal, Assistant Principal for Curriculum, Reading Coach, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal for Curriculum, Reading Coach, Language Arts Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Regional Center II Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal for Curriculum, Reading Coach, Language Arts Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Holt, Rinehart and Winston Literature
Reading Plus

Professional Development

CRISS workshops
Data Analysis workshops using SPI
Data Analysis workshops using SNAPSHOT
Benchmark Assessment and Data Analysis workshops using EDUSOFT
Reading Plus workshops
Regional and District workshops
Reading Endorsement Classes

Evaluation

Comparison of 2007 and 2008 FCAT data provided by the Florida DOE
District Interim Assessments
STAR pre and post test comparisons
PACES evaluations
Reading Plus program evaluations
High Schools That Work district and national site visits

Mathematics Goal

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

Florida Education Priorities

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Mathematics Statement

Students at Miami Beach Senior High School will continue to improve their mathematics skills.

Needs Assessment

Scores on the 2007 FCAT Mathematics Assessment indicate that 56 percent of students in grade ten did not meet high standards in Mathematics, and 36 percent of students in grade nine did not meet high standards in Mathematics. Scores indicate that 43 percent of students in grade ten and 31 percent of students in grade nine did not make learning gains. Grade nine students performed highest in Algebraic Thinking, Data Analysis, and Number Sense (50 percent), and lowest in Measurement (43 percent). Grade ten students scored highest in Data Analysis (55 percent) and lowest in Algebraic Thinking and Geometry (29 percent). Subgroups which did not make Adequate Yearly Progress in mathematics include English Language Learners (ELL) and Students with Disabilities (SWD). Students scoring in the lowest 25 percent did not make adequate progress. Twenty two percent of students in grade nine scored Achievement Level 1, and 19 percent of students in grade ten scored Achievement Level 1. There is a need for increased focus and common strategies for instruction in all strands of the Sunshine State Standards for Mathematics.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	✔	✔

Measurable Objective

Based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Based on the Sunshine State Standards, Students With Disabilities (SWD)in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Based on the Sunshine State Standards, English Language Learners (ELL)in grades nine and ten will improve their mathematics skills as evidenced by 65 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students scoring in the low range on the FCAT in mathematics and not making acceptable learning gains to provide appropriate interventions.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide teachers with opportunities to analyze and utilize student data to modify their instruction and meet the educational needs of their students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutoring by Mu Alpha Theta mathematics honor society twice a week after school for any students who need assistance passing the FCAT.	Principal, Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide Level 1, Level 2, and Retaker students with an Intensive Mathematics class.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide students with FCAT Problems of the Day at least twice per week in Algebra, Geometry and Intensive Mathematics classes.	Principal, Assistant Principal for Curriculum, Mathematics Department chair, Mathematics teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal for Curriculum, Mathematics Department chair	8/20/2007	6/5/2007	Continuous Improvement Model	0
Utilize the Regional Center II Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal for Curriculum, Mathematics Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Glencoe (Regular Algebra I, Geometry, Algebra II)
McDougall Littell (Honors Algebra I, Geometry, Algebra II)
Riverdeep

Professional Development

Content Area Mathematics workshops
CRISS training
Technology workshops
Data Analysis workshops using SPI
Data Analysis workshops using SNAPSHOT
Benchmark Assessment and Data Analysis workshops using EDUSOFT

Evaluation

Comparison of 2007 and 2008 FCAT data provided by the Florida DOE District District Interim Assessments
In-house mathematics assessments
PACES evaluations
High Schools That Work district and national site visits

Writing Goal

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

Florida Education Priorities

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Writing Statement

Students at Miami Beach Senior High School will continue to improve their skills in expository and persuasive writing.

Needs Assessment

Scores on the 2007 FCAT Writing assessment indicate that 24 percent of students in grade ten did not meet high standards in writing.   The percentage of Standard Curriculum students scoring 3.0 or above is 81. The average for all curriculum groups scoring 3.5 or above is 66 percent. The average score in persuasive writing was 3.7, and the average score in expository writing was 3.5. There is a need for increased focus on expository writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 81 percent of students meeting the state required mastery level of 3.5 or higher in writing on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain writing portfolios for all students through their language arts class that contain evidence of pre-tests, progress tests, and practice with the writing process.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair, Language Arts teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide professional development activities that focus on writing across the curriculum and holistic scoring for all teachers.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer the writing pre-assessment, progress assessment, and post-assessment; and monitor results to determine student needs and modify instruction as needed.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Facilitate writing workshops in tenth grade Language Arts classes emphasizing mechanical fluency and clarity of expression through consistent incorporation of the writing process.	Principal, Assistant Principal for Curriculum, Language Arts Department chair, Language Arts teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Require students to master basic sentence structure and paragraph development in classes across the curriculum through the use of a school wide Instructional Focus Calendar.	Principal, Assistant Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	Continuous Improvement Model	0
Require that all midterm and final examinations in ninth and tenth grades across the curriculum reflect FCAT long/short response and/or FCAT writing prompts.	Principal, Assistant Principal for Curriculum, Language Arts Department chair, Language Arts teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate the use of Learning Express in ninth and tenth grade Language Arts classes to provide teachers and students with a method for standardized holistic scoring and data reports.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Prentice Hall

Professional Development

CRISS workshops
Staff development provided by District Curriculum Support Specialists
Learning Express training
In-house writing workshops
In-house rubric training

Evaluation

Comparison of 2007 and 2008 FCAT data provided by the Florida DOE
Monthly in-house writing assessments
PACES evaluations
Student writing portfolios
High Schools That Work district and national site visit reports
Learning Express

Science Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☐	☑

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☑	☑	☑	☐	☑

Science Statement

Students at Miami Beach Senior High School will continue to improve their science skills.

Needs Assessment

Scores on the 2007 FCAT Science assessment indicate that 74 percent of grade eleven students did not demonstrate 80 percent mastery of critical thinking skills in science. Students scored highest in Earth/Space (50 percent) and lowest in Physical/Chemical (38 percent). There is a need for increased focus on these two strands in all science classes.

Measurable Objective

Given the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 51 percent achieving Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate interactive science lessons developed by Region II and the District which incorporate all science benchmarks into all eleventh grade science classes.	Principal, Assistant Principal of Curriculum, Science Chair	8/20/2007	6/5/2008	Education Innovation	0
Encourage participation of students in school and community competitions and field trips.	Principal, Assistant Principal for Curriculum, Science Chair	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide peer tutoring in science after school and Saturdays for students in grades nine and ten.	Principal, Assistant Principal for Curriculum, Honor Society Sponsors, Science Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer interim assessments to grade ten and eleven students to determine strengths and areas in need of improvement and provide appropriate intervention strategies.	Principal, Assistant Principal of Curriculum, Test Chair, Science Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis	Principal, Assistant Principal for Curriculum, Science Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Regional Center II Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Science Department chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Gizmos Science program in all eleventh grade Science classes.	Principal, Assistant Principal of Curriculum, Science Department chair	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Holt Rinehart and Winston (Earth/Space, Biology, Chemistry)
Glencoe and Addison Wesley (Physics)
Harper Collins (Integrated Science)
Riverdeep
Gizmos

Professional Development

Content Area Science workshops
CRISS training
Riverdeep workshops
Technology workshops
Region and district workshops

Evaluation

Comparison of 2007 and 2008 FCAT data provided by the Florida DOE
In-house FCAT Science Pre-test, Progress test and Post-test
PACES evaluations
Riverdeep evaluations
High Schools That Work district and national site visit reports.

Parental Involvement Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Parental Involvement Statement

Through effective communication, Miami Beach Senior High School will increase the amount of parent participation in school activities.

Needs Assessment

Of the 71 percent Hispanic population of the school, a large number of students are first generation immigrants. Their parents are not familiar with the requirements and procedures of American high school. Many of the families are not inclined to become involved with their children's school. Since many of the parents work within the tourism industry of Miami Beach, they are not available to come to the school before, during or after school hours, nor in the evenings or on Saturdays. There is a need for increased parent participation.

Measurable Objective

In order to increase parental awareness of vital educational issues involving their children's education, the administration and staff of Miami Beach Senior High School will target participation in various activities and groups which help develop the school's curriculum in order to establish baseline dat as evidenced by sign-in sheets and attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents to serve on the advisory boards of the Freshman Academy, Creative Arts Academy, Liberal Arts Academy, and the Business & Technical Arts Academy.	Principal, SLC Coordinator, Academy Leaders	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Encourage parents to attend Back-To-School Night.	Principal	9/18/2007	9/18/2007	Improve Public Perception	0
Utilize CONNECT-ED to contact parents regarding relevant school issues.	Principal, Assistant Principal of Technology	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Encourage parents to attend monthly EESAC and PTA meetings to assist in the planning of the school improvement efforts.	Principal, EESAC Chair	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide extended resources and services through the Parent Resource Center	Principal, Assistant Principal PTA Liaison	8/20/2007	6/5/2008	Improve Public Perception	0
Provide training for parents in the use of the Parent Portal and Electronic Gradebook parent viewer.	Principal, Assistant Principal for Technology	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

National PTA/PTSA Standards

Professional Development

FCAT Information workshops
Financial Aid workshops
New Student and Parent Orientation
Graduation Requirements workshop
Technology workshops
College Advisement workshops
SLC Academy meetings for parents

Evaluation

Agendas and attendance rosters of parent workshops
Connect-Ed call system logs

Discipline & Safety Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

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✔	✔	✔	☐	✔

Discipline & Safety Statement

Given an emphasis on a safe and orderly environment, Miami Beach Senior High School will decrease the number of school tardies and class cuts.

Needs Assessment

Data from the latest School Profile indicate that approximately 21 percent of ninth grade students were not promoted to grade ten, approximately eight percent of tenth grade students were not promoted to grade eleven and the overall graduation rate is 56 percent. The school averaged approximately 250 tardies to school in 2006-2007. Student attendance was 93.72 percent. There is a need for increased attendance rates and lower numbers of tardies to school and class cuts.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, the administration and staff of Miami Beach Senior High School will continue to restructure attendance and discipline procedures in order to decrease the number of tardies to school and class cuts by 5 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops on effective classroom management and accurate class attendance reporting procedures for teachers.	Principal, Assistant Principals for Discipline	8/14/2007	6/5/2008	Truancy Prevention	0
Develop an effective system for identifying and processing truant students.	Principal, Assistant Principal for Attendance, Assistant Principals for Discipline	8/14/2007	6/5/2008	Truancy Prevention	0
Refer students with anger management difficulties to the TRUST counselor for counseling.	Principal, Assistant Principals for Discipline, Counselors, Social Worker, Trust Counselor	8/20/2007	6/5/2008	Student Wellness	0
Contact students with a prior history of truancy and counsel them and their parents.	Principal, Assistant Principal for Attendance, Assistant Principals for Discipline	8/20/2007	6/5/2008	Truancy Prevention	0
Provide one full time staff member, one part truancy manager, one part-time clerk, and two assistant principals part time to manage the attendance program.	Principal, Assistant Principal for Attendance	8/20/2007	6/5/2008	Truancy Prevention	0
Implement conflict resolution techniques for students in order to reduce the number of indoor and outdoor suspensions.	Principal, Assistant Principals for Discipline, Counselors, Trust Counselor	8/20/2007	6/5/2008	Student Wellness	0
Provide teachers and clerical personnel with ongoing professional development in the use of the Electronic Gradebook to ensure accurate daily reporting of student attendance.	Principal	8/14/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

Safe and Secure Schools workshops
Region and District Staff Development workshops
Technology training workshops
Crisis Stabilization workshops
Electronic Gradebook Attendance Manager trainings
Sexual Orientation workshops
Domestic Violence workshops
Bullying workshops
Staff development concerning Trauma-induced Clinical Issues

Evaluation

Miami-Dade County Public Schools Student Case Management reports
Cognos reports

Technology Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Technology Statement

All teachers at Miami Beach Senior High School will use the Electronic Gradebook to record daily attendance.

Needs Assessment

According to the 2004 STaR School Profile for Miami Beach Senior High, the school is below the county and state average in Teacher (Stage 1) and Student (Stage 2) Use of Technology, Technology Support (Stage 2) as well as Community Outreach (Entry Level). Available data indicates that there are 600+ computers in the school, including eight computer labs and computers for teacher and student use. The media center has 30 computers plus 64 mobile computer units and 20 laptops for teachers to use. The media center has five CPS units, an electronic chalkboard, eight LCD projectors and TV-to-computer connectors. Training for daily attendance reporting Electronic Gradebook has begun. There is a need for consistent reporting practices between the school and the District.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers at Miami Beach Senior High School will receive training to accurately record attendance electronically as evidenced by daily school attendance reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers and clerical staff with training in the reporting of daily class attendance through the Electronic Gradebook	Principal, Assistant Principal of Technology	8/14/2007	6/5/2008	Truancy Prevention	0
Provide all floating and Physical Education teachers with a handheld device.	Principal, Assistant Principal of Technology	8/20/2007	6/5/2008	Truancy Prevention	0
Provide training for at least two other staff members to serve as backup Gradebook Attendance Managers.	Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Hire an additional part-time technology specialist to provide assistance to teachers and maintain the Electronic Gradebook.	Principal	9/10/2007	6/5/2008	Truancy Prevention	0
Utilize Connect-Ed call system by generating call rosters through the Electronic Gradebook Official Daily School Attendance reports to notify parents of their child's absences.	Principal, Assistant Principal for Attendance	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

District and Region workshops in the use of the Electronic Gradebook
Mentoring for teachers by the Tech Cadre and Gradebook Manager
In-house refresher training in the use of the Electronic Gradebook

Evaluation

Official Daily School Attendance reports
Cognos

Health & Physical Fitness Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

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☐	✔	✔	☐	✔

Health & Physical Fitness Statement

Miami Beach Senior High School will promote the health and well being of the student body through an active program of health information and physical fitness.

Needs Assessment

According to the latest available data, 99 percent of students enrolled in Personal Fitness were tested in a series of six sub-tests. Of the 819 students tested, 1.4 percent reached the gold level and seven percent reached the silver level. There is a need for greater emphasis on Personal Fitness.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in Personal Fitness will improve skills as evidenced by a three percent increase in the number of students reaching the Silver or Gold level on the FITNESSGRAM test in 2008 as compared with the percentage of students who reached the Silver or Gold level in 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide physical education teachers with staff development opportunities offered by the District.	Principal, Assistant Principal of Curriculum	8/20/2007	6/5/2008	Student Wellness	0
Provide students taking Physical Education, Personal Fitness, and Health with information about maintaining a healthy diet.	Principal, Physical Education Department chair	8/20/2007	6/5/2008	Student Wellness	0
Administer a pretest each semester to students in targeted areas of the FITNESSGRAM standards and adjust the curriculum to strengthen areas that need improvement.	Principal, Assistant Principal of Curriculum, Physical Education Department chair	8/20/2007	6/5/2008	Student Wellness	0
Encourage students to participate in individual and team sports by promoting the school's athletic program through all physical fitness classes.	Principal, Athletic Director, Physical Education Department chair	8/20/2007	6/5/2008	Student Wellness	0
Work with the Food Services staff to provide healthful and appealing meals.	Principal, Assistant Principal for Cafeteria Staff/Operations, Physical Education Department chair	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Health, Nutrition and Fitness workshops

Evaluation

FITNESSGRAM

Electives & Special Areas Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Electives & Special Areas Statement

Miami Beach Senior High School will continue to support high student achievement by increasing student enrollment in honors, gifted and Advanced Placement courses.

Needs Assessment

The percentage of students taking Honors, Gifted and Advanced Placement courses was 14.9 percent of total course offerings in 2006-2007. The percentage of students enrolled in level 3 Mathematics courses was 25.2 percent and 29.9 percent in Level 3 science courses. The number of students enrolled in all Advanced Placement classes was 492 in 2006-2007. According to the most recent School Profile, 45.1 percent of students taking Advanced Placement Exams scored 3 or higher. The percentage of students who score lower than 3 on Advanced Placement exams was 54.9 percent. There is a need to increase enrollement in advanced level courses.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, Miami Beach Senior High School will implement the AVID Program in 2007-2008 to increase access to advanced courses for underserved populations.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the AVID program in grade nine to prepare students for honors and AP classes.	Principal, Assistant Principal of Curriculum, AVID Coordinator	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for professional development for Advanced Placement teachers.	Principal, Assistant Principal of Curriculum, AP Coordinator	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Increase the number of teachers who pursue and obtain Gifted Endorsement and AP training.	Principal, Assistant Principal of Curriculum, AP Coordinator, Scholars Academy Lead teacher, Department chairs	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Counsel students who are candidates for Advanced Placement courses and encourage them to enroll in Honors and AP classes.	Principal, Assistant Principal of Curriculum, Scholars Academy Lead teacher, Counselors, AP Coordinator, AVID Coordinator	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Invite parents to an AP class night to meet with teachers and receive information about ways to help students succeed in AP courses.	Principal, Assistant Principal for Curriculum, AP Coordinator, AVID Coordinator, Counselors, Scholars Academy Lead Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

College Board AP program
AVID

Professional Development

College Board Advanced Placement workshops
Differentiated Instruction workshops
CRISS Workshops
Subject-area staff development activities and workshops
Counseling workshops
AVID training

Evaluation

AP Test scores
FCAT Scores
Final grades of AVID participants

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☐	☐

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☑	☐	☐	☑	☑

Return On Investment Statement

Miami Beach Senior High School will rank at or above the 41st percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005 Miami Beach Senior High School ranked at the 40th percentile on the State of Florida ROI Index. According to the latest School Profile, in 2005 the average cost per FTE for Basic Education was $4939.

Measurable Objective

Miami Beach Senior High School will improve its ranking on the State of Florida ROI Index publication from the 40th percentile in 2005 to the 41st percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/10/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/10/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/10/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/10/2008	Other/ Not Applicable	0
Share ROI information with EESAC.	Principal	8/20/2007	6/10/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

An inservice for all stakeholders assessing effectiveness of programs.

Evaluation

State of Florida ROI Index publication

Graduation (High Schools Only) Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	☐	✔

Graduation (High Schools Only) Statement

All students who enter Miami Beach High School will complete a regular high school program and receive a diploma.

Needs Assessment

In-house records indicate that 56 percent of students graduated in 2007. Data from the latest School Profile indicate that the dropout rate is 3.0. Student attendance was 93.71 percent in 2006-2007, which indicates that students and their families seem to demonstrate a need to value personal priorities above education. There is a need for greater personalization for all students. There is also a need for increased opportunities for students to complete Adult Education courses, and increased attention toward on-time graduation.

Measurable Objective

Miami Beach Senior High School will increase the number of students graduating by one percent, from 56 percent in 2006-2007, to 57 percent in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development opportunities for Freshman Academy and AVID teachers in the areas of differentiated instruction, team building, and career planning.	Principal, Assistant Principal of Curriculum, Freshman Academy Coordinator, AVID Coordinator	8/14/2007	6/5/2008	Secondary School Reform	0
Provide common planning periods for Freshman Academy teachers, AVID teachers and subject area teachers to evaluate the progress of their students and plan to meet their individual needs.	Principal, Assistant Principal of Curriculum, Academy Leaders, Scholars Lead teacher, Department chairs	8/20/2007	6/5/2008	Continuous Improvement Model	0
Build academy structure and align curriculum for AVID, Scholars Academy, Creative Arts Academy, Liberal Arts Academy, and the Business/Entrepreneurship Academy.	Principal, Assistant Principal for Curriculum, Academy Leaders, Smaller Learning Communities Coordinator	8/20/2007	6/152008	Secondary School Reform	0
Increase student participation in internship and On-the-Job training opportunities so they experience success in high school and plan for future career opportunities.	Principal, Academy Leaders, Smaller Learning Communities Site Coordinator	8/20/2007	6/5/2008	Secondary School Reform	0
Provide AVID students with opportunities to explore the world of post-secondary education.	Principal, AVID Coordinator	8/20/2007	6/5/2008	Secondary School Reform	
Restructure and reorganize Guidance Counselors', Academy Leaders and Student Services personnel assignments in order to provide students with more meaningful personalized attention.	Principal, Assistant Principal for Student Services, Scholars Lead teacher, AVID Coordiniator, Academy Leaders, Student Services Department	8/20/2007	6/5/2008	Secondary School Reform	0

Research-Based Programs

Not Applicable

Professional Development

Guidance and Counseling workshops
In-house mentoring
Staff development activities provided by the Smaller Learning Communities Grant and the National Academy Foundation
AVID training

Evaluation

FDOE Annual Yearly Progress Report
In-house graduation records

EESAC Compliance

YES	NO	
☑	☐	*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.*

Budget:

EESAC stressed that money should be allocated to best accomplish the SIP objectives. The EESAC allocation will be used to enhance the SIP objectives requiring monetary assistance.

Training:

EESAC recommends that the administration makes every effort to facilitate staff development to broaden knowledge of computer technology in the areas of reading, writing, mathematics, and science, as well as Internet technology and the use of the Electronic Gradebook. Staff development should be provided for teachers who need assistance with time management for the 90-minute block.

Instructional Materials:

EESAC recommends that materials needed by teachers for accomplishing SIP objectives be purchased and receive top priority.

Technology:

Technology is being infused into all areas of the curriculum as evidenced by the use of Accelerated Reader, Reading Plus, FCAT Explorer, several on-line databases, and the use of the Electronic Gradebook. EESAC recommends that teachers in every department should have the opportunity for training in computer technology in order to best implement the SIP strategies. Also, considering that the use of computers in classrooms, labs, and the media center is expanding so rapidly, EESAC recommends that the District allow an allocation for an additional computer technology specialist who can work with teachers to accomplish the SIP objectives.

Staffing:

EESAC recommends that that every effort be made to honor the District's commitment to reduce class size in order to support the Sunshine State Standards.

Student Support Services:

EESAC supports the hiring of a Lead Teacher for Scholars Academy students in order to retain students in higher level classes.

Other Matters of Resource Allocation:

EESAC recommends that resources continue to be devoted to enlarging the collection of books and materials in the Instructional Media Center. It is also recommended that the school and the City of Miami Beach devise a plan to provide affordable housing for teachers in an effort to recruit high quality teachers to our school.

Benchmarking:

EESAC recommends that staff be trained in the use of SPI, EDUSOFT, and SNAPSHOT in order to better analyze FCAT data.

School Safety & Discipline:

EESAC supports the principal's efforts to protect staff and students during the construction of the new school, and recommends that the district allocate funds for an additional security guard. EESAC also recommends that a workable plan for increasing attendance and maintaining discipline be devised which reflects the District's priorities and the school's best interests.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	0

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

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