SCHOOL IMPROVEMENT PLAN
2007 - 2008

Miami Senior High School (7461)
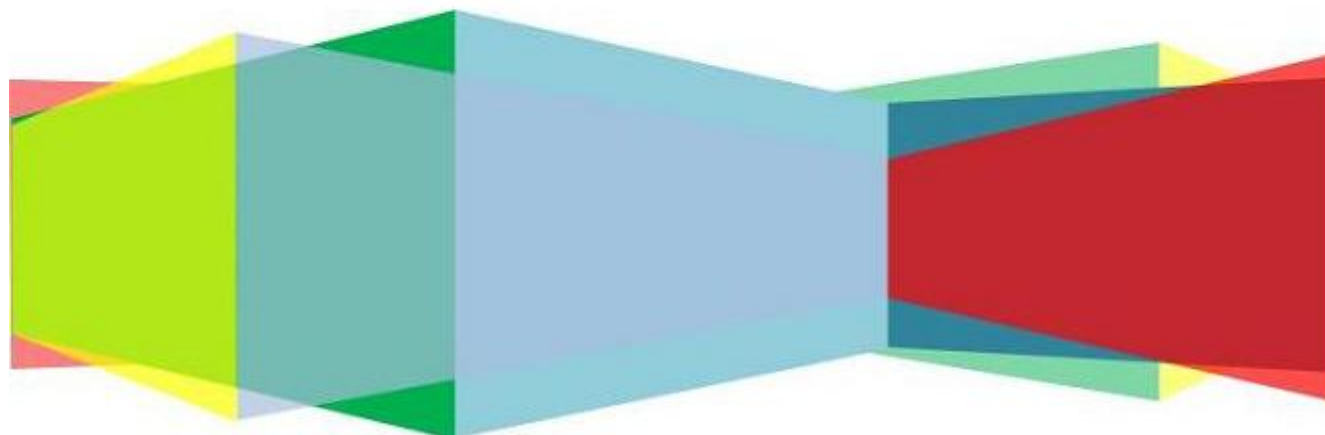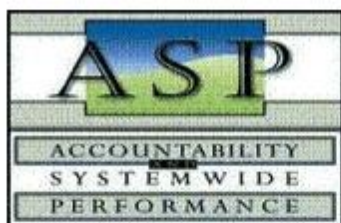
Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Daniel Tosado

Adult/Vocational Principal - Gilda Santalla

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Miami Senior High School (MSHS), a comprehensive urban high school, located at 2450 SW 1st Street, Miami, Florida, is the oldest high school in Miami-Dade County Public Schools. The school celebrated its centennial in 2003 and occupies a beautiful Mediterranean structure designated as a National Historic Landmark. The school has served as a cornerstone for the community, successfully assimilating each new immigrant wave and societal change. The surrounding "Little Havana" community, one of the poorest socio-economic areas in the nation, is largely compromised of recent immigrants from Central America. This community views Miami Senior High School as the gateway to the "American Dream." The school enjoys a strong sense of family and tradition. Many students look forward to their tenure at Miami Senior High School and to becoming a part of this rich heritage. Miami Senior High School has a long and proud list of distinguished citizens as alumni, including former United States Senator Bob Graham, current School Board Chair, Augustin Barrera, as well as many athletes, entertainers, and educators.

The school provides services to standard curriculum, Exceptional Student Education, and English Language Learners (ELLs) students in grades nine through twelve. There are two magnet programs, the Center for the Teaching Profession and Legal and Public Affairs, as well as academies dealing with bilingual studies, and entertainment careers. During the 2005-2006 school year, the Smaller Learning Communities for the ninth grade was instituted as part of the Secondary School Reform Frameworks in order to address the particular educational and social challenges of that age group.

Miami Senior High School employs an innovative eight-period day flexible block schedule, the first implemented among Miami-Dade County Public Schools. It allows students to progress more quickly, remediate academic deficits, enroll in more electives and complete challenging School-To-Career programs.

Miami Senior High School enjoys outstanding relationships and communication with our feeder pattern elementary and middle schools through our yearly articulation meetings. In addition, it has valued partnerships with Miami-Dade College, Florida International University and the University of Florida, the latter through the UF Alliance, as well as with the University of Miami through the Legal and Public Affairs Magnet. In the last few years, the school has undergone a large influx of technology so that every classroom has at least one computer with Internet access, thus making it possible for the school to be on the computerized grade book.

The limitations of the school facility, a high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges. The current enrollment is approximately 3,107 students in grades nine through twelve. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 93% Hispanic, 4.5% Black (non-Hispanic), 2% White (non-Hispanic), and fewer than 1% Other.

Miami Senior High School families are mostly economically disadvantaged. According to district data, 78% of the students qualify for free or reduced lunch. Consequently, the school has been classified as a Title I school for the past four years.

Currently, the school has 488 students designated as English Language Learners(ELLs). These students divide into four groups: ESOL Level 1: 141; Level 2: 151; Level 3: 115; Level 4: 81.

There are 312 students in the Exceptional Student Education Program (ESE), not including Gifted. They are found in the following programs: Deaf or Hard of Hearing: 2; Educable Mentally Handicapped: 24; Emotionally Behavioral Disabilities: 24; Orthopedically Impaired: 9; Other Health Impaired: 16; Specific Learning Disabled: 206; Speech Impaired: 3; Trainable Mentally Handicapped: 21; Visually Impaired: 1; Autism Spectrum Disorder: 3: Traumatic Brain Injured: 1; Hospital Homebound: 1; and Language Impaired: 1. Additionally, the Gifted population is served through the Inclusion Model.

The overall absentee rate decreased slightly for the 2006-2007 school year to 93.5%, with 6.5% of students absent daily. Although this is still below average for the region, attendance needs to be monitored closely.

Information derived from the Organizational Performance Improvement Snapshot Assessment Survey, answered by 75% of the Miami Senior High staff, indicates that the staff, overall, is pleased with their relationship with the students as well as with their professional performance.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELLs) students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or sbove on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, English Language Learners ELLs)students in grades nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a 1% increase of students scoring a 4.0 or above on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 43% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Science Test.

Increase parental involvement by 5% through the implementation of on-site parent, teacher, and student activities during the 2007-2008 school year as affirmed by signed activity roster.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to 93 outdoor suspensions during the 2006-2007 school year.

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

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by a 5% increase in the number of students who pass the FITNESSGRAM test in the spring of 2008 FITNESSGRAM administration as compared to the spring of 2007 FITNESSGRAM administration.

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 5% in the 2007-2008 academic year above the levels in the 2006-2007 year.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving profiency levels in reading and mathematics (FCAT Achievement Level 3 or above)will increase in the 2008 FCAT administration as compared to the profiency levels achieved in the 2007 FCAT administration of the Reading and Mathematics Tests.

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2008 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

The Leadership Team, after analyzing and evaluating pertinent data from the Organizational Performance Improvement Survey, has identified items from the categories of Business Results, Human Resources Focus, and Leadership falling into the following areas: awareness of the financial resources; and inclusion of all stakeholders in management decisions. As a result, the leadership team will compile and share ideas with faculty and staff through EESAC, Curriculum Council,and Faculty meetings.

The objectives stated closely align with the school's Mission Statement regarding student achievement, evaluation of the school, and students' readiness for work or further study. Working toward these objectives should produce measurable gains in student achievement and aid the school in moving toward successful evaluation according to state criteria. Additionally, many of the strategies under these objectives address the area of dropout prevention and constitute academic interventions for selected students.

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.

7461 - MIAMI SENIOR HIGH SCHOOL

VISION

All students can learn, and student learning is the chief priority for the school. Therefore, students' learning needs will be the primary focus of all decisions impacting the work of the school. Students learn in different ways and will be provided with a variety of instructional approaches to support their learning.

Students need to not only demonstrate their understanding of essential knowledge and skills, but also be actively involved in solving problems and producing quality work.

The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

A safe and physically comfortable environment will promote student learning.

Teachers, administrators, parents, and the community will share the responsibility for advancing the school's mission.

MISSION

The Mission of Miami Senior High School:

Miami Senior High School is committed to creating a safe and supportive learning environment that prepares every member of the school community for the workplace or post-secondary education in order to secure a successful future.

Students, teachers, staff, parents, and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum and become independent thinkers, problem solvers, productive citizens, and lifelong learners.

CORE VALUES

Pursuit of Excellence.
We attain success by promoting and maintaining high academic standards for all students.

Integrity
We honor the conviction to our mission and beliefs to promote a positive and safe learning environment for all students.

Respect
We show regard for the worth and dignity of all stakeholders in our school.

Cooperation
We collaborate toward our goals of providing a positive learning community for all our stakeholders.

School Demograhics

Miami Senior High School (MSHS), a comprehensive urban high school, is the oldest secondary educational institution in Miami-Dade County Public Schools. Miami Senior High School is a Title I funded school, currently serving approximately 3,107 students in grades nine through twelve. The school is located in "Little Havana", a predominantly Hispanic Community, in Miami-Dade County. The school consists of a multi-cultural, multi-ethnic, multi-lingual population. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 93% Hispanic, 4.5 % Black (non-Hispanic), 2 % White (non-Hispanic), and less than 1% Other. The student population is comprised of 78% receiving free or reduced lunch, 16% English Language Learners (ELLs), and 10% Exceptional Student Education (ESE). A high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges.

Miami Senior High School staff is comprised of 244 full time staff members and 10 part-time staff: 5 administrators, 169 classroom teachers, 23 exceptional student education teachers, 8 guidance counselors, 2 media specialists, 13 paraprofessionals, 12 clerical/secretaries, 16 custodial/service workers, 2 community involvement specialists, 1 activities director, 1 athletic director, 1 school psychologist, and 1 career specialist. Levels of degrees for teachers are as follows: 81 Bachelor's degrees, 86 Master's degrees, 21 Specialist degrees, 8 Doctorate's, and 7 National Board Certified.

Faculty and staff members represent the multicultural diversity of the community. The school is recognized as having a cadre of absolutely dedicated, hard-working, well prepared teachers and leaders.

School Foundation

Leadership:

According to the Organizational Performance Improvement Survey, administered in September 2006, there is some variability in the responses to items in this category. There is a very high understanding of the school's mission, but teachers and staff feel that they are not consulted in the decisions of the leadership.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Survey administered in September 2006, the lowest ranked item was Process Management; the three items in this section are rated the lowest. Teachers and staff do not see clearly where they fit in the strategies of the District and the school, and therefore are unaware of progress on strategic issues. Once again, a lower-rated item reveals that teachers and staff feel that their ideas are not solicited. One of the highest rated items was "I know the parts of my work location's plans that will affect me and my work."

Stakeholder Engagement:

According to the Organizational Performance Improvement Survey administered in September 2006, the items focusing on the relationships of teachers and students achieved the most favorable ratings. Further, teachers are satisfied with the quality and nature of their own professional performance. The lowest rated item was "I am allowed to make decisions to solve problems for my customers."

Faculty & Staff:

According to the Organizational Performance Improvement Survey administered in September 2006, the highest rated was "The people I work with cooperate and work as a team." The lowest item was "I am recognized for my work." This concern will be addressed.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Survey administered in September 2006, teachers felt fairly confident that they know the strengths and weaknesses of their work. The lowest rated item deals with the information available to measure the quality of work location performance.

Education Design:

According to the Organizational Performance Improvement Survey administered in September 2006, items in this category were the lowest ranked. Teachers and staff clearly feel that the resources and processes available to do their work need to be improved. Items in the Survey's Business Results category, which were relatively low-rated, also impinge on this area, such as "I know how my work location is doing financially," and "My work location removes things that get in the way of progress." One of the highest rated items was "my work products meet all requirements for high quality and excellence."

Performance Results:

According to the Organizational Performance Improvement Survey administered in September 2006, while teachers are generally satisfied with their jobs, as measured in item 7i, teachers and staff clearly feel that they are not adequately recognized for their work (5d), and their perceptions of approbation by supervisors are among the lowest rated (5f).

Schools Graded 'C' or Below

Professional Development:

Professional development that supports enhanced and differentiated instructional strategies include: Snapshot Training, Advanced Academic Placement Strategies, Project CRISS, ESOL/ESE Strategies, FCAT Explorer, ORF Training, the implementation of technology based instruction, cooperative learning and project-based instruction as well as the participation of all Reading teachers in year-long professional development, consisting of various research-based best practices in literacy instruction that address the five reading components

Disaggregated Data :

Student achievement data used to determine the effectiveness of instructional strategies will include scores from various inhouse and district/state assessments including the following: 2008 FCAT Reading, Mathematics, Writing and Science Tests, Reading/Mathematics/Science Benchmark Mini-Assessments, district interim assessments, and common FCAT-like midterm and final examinations.

Informal and Formal Assessments:

Ongoing formal and informal assessments to be used during the school year to measure student progress will include: Benchmark Mini-Assessments, district interim assessments, teacher-made quizzes and tests, and common FCAT-like midterm and final examinations.

Alternative Instructional Delivery Methods :

Alternative instructional delivery methods used to support remediation, accelaration, and enrichment strategies will include the following: opportunities for student learning outside of the traditional classroom such as pull-outs, and after school and Saturday tutoring and mentoring programs. Classroom instruction will also include cooperative learning, technology based instruction, project based instruction, and the facilitative model.

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

(1.) Different Innovative Approaches to Instruction
This principle is being addressed throughout the Reading, Mathematics, Writing and Science goals by the implementation of technology based instruction, the facilitative model, project based instruction, differentiated instruction, cooperative learning, research based best practices and data driven instruction throughout the curriculum.

(2.) Responsibility of teaching Reading for Every Teacher
This principle is being addressed intensively through the Reading goal but also in the Mathematics, Writing and Science goals by the use of leveled texts, CRISS strategies, guided instruction in comprehension strategies, critical thinking strategies in expository and informational texts as well as in the use of computer aided instruction, independent practice reading and by providing all teachers with an FCAT Reading Benchmark Focus Calendar.

(3.) Quality Professional Development for Teachers and Leaders
This principle is being addressed in all academic goals by providing extensive professional development in Snapshot, AP Placement Strategies, Project CRISS, ESOL/ESE Strategies, FCAT Explorer, Maze Training and utilization of technology in instruction. Additionally, novice teachers participate in the Teacher Mentoring Program.

(4.) Small Learning Communities (SLC)
This principle has been infused in all areas of the curriculum and is reflected in each of the academic goals since all core subjects are part of the Small Learning Communities. The master schedule reflects an infusion of the SLCs throughout.

(5.) Intensive Intervention in Reading and Mathematics
This principle is reflected in the Reading and Mathematics goals through the assignment of students to Intensive Reading and Mathematics classes based on their FCAT level as well as through the use of other diagnostic instruments. Additionally, tutoring, pullouts and research based reading programs are provided.

(7.) Master Schedules Based on Student Needs
As noted in the fifth principle above, the master schedule reflects the need of students in core academic areas, as well as their affinity-based instructional choices. The eight-period block schedule facilitates implementation of this principle in that time is provided for remediation as well as elective courses.

(8.) Parental Access and Support
This principle is addressed explicitly in the parental involvement goal. The Parent Resource Center provides various means of enhancing communication through the use of the Parent Grade book Viewer, conducting workshops, and arranging for parent-teacher conferences. Community involvement specialists and social workers make extensive contacts with parents.

[The following principles are not checked as having been included in the SIP. They are, however, components of the SIP required by Miami-Dade County Public Schools.]

(6.) Course Choice Based on Student Goals / Interests / Talent
Students make choices, especially in their elective classes, based on their goals, interests and talents. This is based on their choices of career pathways and is reflected in their assignment in their ongoing learning communities, such as magnet programs and academies.

(9.) Applied and Integrated Courses
The master schedule offers myriad choices for students in applied and integrated courses. These include the traditional vocational areas, legal studies, fine and performing arts, business studies, and the teaching magnet. Student involvement in these areas is monitored explicitly as required by the local district school improvement plan.

(10.) Academic and Career Planning
This is addressed implicitly as students make choices based on their affinities and career goals and is reflected in their small learning communities as noted above. The College Assistance Program counselor and Occupational Specialist assist the guidance department in helping students achieve their academic and career goals.

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

All students in grades 6-12 will read on grade level.

Needs Assessment

Student test scores at Miami Senior High School reveal that our greatest weakness is in the area of reading. On every test, at every grade level, students' reading scores are below grade level. Although more than 50% of students in the lower 25% made learning gains, less than 50% of the total number of students tested did not make learning gains. Combining the scores of ninth and tenth grade students shows that 28% met high standards in reading. A grade level analysis of the reading data derived from the 2007 FCAT reading scores reveals that approximately 21% of the ninth grade students and 19% of tenth grade students scored at FCAT Achievement Level 3 or above. Students in ninth and tenth scoring at or above proficient decreased in the 2007 FCAT. Ninth and tenth grade students' performance on the individual benchmarks tested on the 2007 FCAT Reading Test are as follows: the ninth grade students had a mean score of 5 out of 9 possible points (56%) on the Words/Phrases cluster, 9 out of 16 possible points (56%)on the Main Idea/Author's Purpose cluster, 5 out of 11 possible points(45%) on the Comparisons cluster, and 4 out of 9 possible points (44%)on the Research/Reference cluster. The tenth grade students had a mean score of 3 out of 6 possible points (50%) on the Words/Phrases cluster, 9 out of 16 possible points (56%) on the Main Idea/Author's Purpose cluster, 6 out of 11 possible points (55%)on the Comparison cluster, and 11 out of 18 possible points (61%)on the Reference/Research cluster.

An analysis of the No Child Left Behind (NCLB) demonstrates that the subgroups who were most deficient in Reading and failed to make Adequate Yearly Progress are the Hispanics (22%), Economically Disadvantaged (23%), Students with Disabilities (SWDs)(6%), and the English Language Learners (ELLs)students (No percent provided). No subgroup met AYP targets.

Considering these results, students' greatest need in the area of reading involves direct instruction in vocabulary development via a school-wide program that includes the following components: contextual analysis, teaching of vocabulary through word parts/etymology studies, utilization of Graphic Organizers and Charts, (such as the Concept of Definition Maps, Vocabulary Maps, the Frayer Model, Semantic Feature Analysis, Word Elaboration, Sentence and Word Expansion, as well as Word Combining.

Additionally, new text materials to deliver more engaging vocabulary instruction will be purchased for all the reading classes. The Reading Coach will develop model lessons in vocabulary, and provide in-service training in using vocabulary strategies. Furthermore, the Reading Rocks, sustained silent reading program, will continue, but with an emphasis on vocabulary development, and a monitoring and assessment system to ensure school wide and consistent implementation.

Most of the teachers have been trained in the use of these strategies, as a result of being Project CRISS trained and/or having attended vocabulary in-services during the 2006-07 school year, however additional training needs to be provided. Provisions have been made to train new teachers in Project CRISS at the school site this school year. It is also important to note that teachers will be trained in October, 2007, on differentiating instructional practices in the reading classrooms, following the Just Read, Florida! K-12 Research-Based Comprehensive Reading Plan class framework.

The fact that students require assistance with their vocabulary development should not understate the importance of offering these students' direct instruction on the other tested benchmarks included in the FCAT Reading Test. This is determined by the ninth and tenth grade students' achievement on the other tested benchmarks that indicate that their overall performance on each of the separate content clusters/strands is below the (75%) proficiency level. As a result of this, our students also require direct instruction in reading comprehension skills, which includes, but is not limited to all of the tested benchmarks on the FCAT Reading Test. This instruction will follow the model outlined in the Just Read Florida! Comprehensive Reading Plan.

A literacy leadership team, consisting of the Principal, administrators, the Reading Coach, content area teachers, and students, as well as parent representatives will continue providing leadership for the school-wide reading program during the 2007-08 school year.

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, students in grades nine and ten will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELLs) students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Support all SWD in inclusive settings with after-school and Saturday tutoring. Students in the inclusion model will receive additional support from facilitative teachers.	Principal,Assistant Principal for Curriculum, ESE Department Chair,ESE Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Align the Instructional Focus Calendar with the district developed Pacing Guide.	Principal,Assistant Principal for Curriculum,Reading Coach,Reading Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide Intensive Reading teachers with professional development on research-based best practices in the delivery of literacy instruction.	Principal,Assistant Principal for Curriculum, Reading Coach	09/15/2007	5/01/2008	District-wide Literacy Plan	0
Provide one-on-one/small group tutoring to all English Language Learners (ELLs) students who require additional support in Reading and Language Arts through the Home Language Assistance Program (HLAP).	Principal, Assistant Principal for Curriculum, ESOL Home Language Assistance Teachers	08/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize research-based reading strategies in all of the Intensive Reading classes and Language Arts classes that include differentiated instruction, read alouds, think alouds, Project CRISS, Peer-Tutoring Program, and Testbusters Program.	Principal,Assistant Principal for Curriculum,Reading Coach,Intensive Reading Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide individualized research-based reading materials such as the Read XL Program and the SRA Corrective Reading Program. Provide classroom libraries to all students enrolled in different levels of Intensive Reading classes.	Principal,Assistant Principal for Curriculum,Reading Coach.	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal,Assistant Principal for Curriculum, Department Chair, Reading Teachers	9/04/2007	5/01/2008	District-wide Literacy Plan	10000
Provide all Intensive Reading teachers with classroom libraries that facilitate structured independent learning activities tied to the independent reading time.	Principal,Assistant Principal for Curriculum,All Reading Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Enroll 9th and 10th grade students who scored at FCAT Achievement Levels 1 or 2, and 11th and 12th grade retakers in Intensive Reading classes.	Principal, Assistant Principal for Curriculum, Head Guidance CounselorReading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Utilize Voyager/Passport Intervention Program for ELLs students in order to provide differentiated instruction by ESOL levels through the Developmental Language Arts classes.	Principal, Assistant Principal for Curriculum, ESOL Developmental Language Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide early morning, after-school and Saturday tutoring utilizing the Steck-Vaughn Read On program and the Critical Thinking software programs Reading Detective and Word Roots for all students placed in Intensive Reading classes. Provide test taking practice using FCAT Explorer and FCAT Simulation.	Principal,Assistant Principal for Curriculum;Morning, After-School and Saturday Reading Tutors	10/01/2007	3/01/2008	District-wide Literacy Plan	20000
Utilize software programs that address the students' individual educational needs. These are a) Steck-Vaughn Read On b) Accelerated Reader, c)Read 180	Principal, Assistant Principal for Curriculum,Intensive Reading Teachers,After-School Reading Tutors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Assess benchmarks identified in the Instructional Focus Calendar every 4 weeks in addition to the interim assessments.	Principal, Assistant Principal for Curriculum,Reading Coach,All Language ArtsTeachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide all teachers with an FCAT Reading benchmark instructional focus calendar to assist in addressing the various tested FCAT reading benchmarks.	Principal,Assistant Principal for Curriculum,Reading Coach,All Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize data-driven instruction based on the various formative and summative assessments such as ORF, reading/writing portfolios, and common Reading Department FCAT-like midterms and final exams.	Principal,Assistant Principal for Curriculum,Reading Coach,Intensive Reading Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize data-driven instruction based on the various formative and summative assessments such as ORF, reading/writing portfolios, and common Reading Department FCAT-like midterms and final exams.	Principal,Assistant Principal for Curriculum,Reading Coach,Intensive Reading Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Monitor the "Reading Rocks" program during the first 10 minutes of every period.	Principal,Assistant Principals, All Classroom Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

The following research-based reading programs form the basis of our reading program. They are as follows: a) Accelerated Reader b) Steck-Vaughn Read On program, c) Reading Rocks, sustained silent school wide program d) Source Books e) Supplemental software programs and other technology enhanced instruction such as Reading Detective Word Roots, FCAT simulations, and FCAT Explorer.

Professional Development

All Intensive Reading teachers will participate in year-long professional development, consisting of various research-based best practices in literacy instruction that address the five reading components: a) Vocabulary, b) Comprehension, c) Fluency, d) Phonics, and e) Phonemic Awareness, as delineated in the Just Reads, Florida! Comprehensive Reading Plan.

Additional Professional Development for all Faculty and Staff:

• An immediate emphasis at the beginning of the year on developing Phonemic Awareness skills for all reading students. These are essential to the development of decoding skills, which therefore contributes to better comprehension. Materials and sample lessons on phonemic awareness appropriate for secondary students will be identified and purchased.
• Over 70 teachers were trained in a week long technology institute at the conclusion of the 06-07 school year. We plan to capitalize on this training by developing engaging technology based materials, and provide additional technology training to the rest of the staff.
• Advanced Academic Placement Strategies
• Project CRISS
• Edusoft, Snapshot, Excel, Inspire Data, ISIS, Cognos and other training focusing on gathering and interpreting student data.
• ESOL/ESE Strategies
• ORF test administration

Evaluation

The final evaluation for this objective will be measured by the 2008 FCAT Reading Test.

Data from common Reading Benchmark Mini-Assessments, district interim assessments, and common FCAT-like midterm and final examinations.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

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

Increase mathematics performance for all students.

Needs Assessment

Results of the 2007 FCAT Mathematics scores indicate that 43% of all ninth grade students scored at FCAT Level 3 or above. The analysis of the content clusters/strands revealed that ninth grade students had a mean score of 3 out of 8 possible points (38%) on Number Sense cluster, 3 out of 7 possible points (43%) on Measurement cluster, 4 out of 11 possible points (36%) on Geometry cluster, 4 out of 10 possible points (40%) on Algebraic Thinking cluster, and 3 out 8 possible points (38%) on Data Analysis cluster. The students in the ninth grade require remediation in all benchmarks, but the areas of need are Geometry, Number Sense and Data Analysis.

Results of the 2007 FCAT Mathematics scores indicate that 53% of all tenth grade students scored at FCAT Level 3 or above. The content clusters/strands analysis revealed that tenth grade students had a mean score of 4 out of 11 possible points (36%) on the Number Sense cluster, 3 out of 10 possible points (30%) on the Measurement cluster, 3 out of 14 possible points (21%) on the Geometry cluster, 5 out of 14 possible points (36%) on the Algebraic Thinking, and 4 out of 11 possible points (36%) on the Data Analysis cluster. The tenth grade students require remediation in all benchmarks, but the greatest area of need is on Geometry and Measurement.

Analysis of No Child Left Behind Act (NCLB) subgroups who were most deficient in Mathematics and failed to make Adequate Yearly Progress are Hispanic (46% Proficiency), Economically Disadvantaged (47% Proficiency), English Language Learners (ELLs)students (35% Proficiency)and Students With Disabilities(SWD) at (9% Proficiency).

NCLB Subgroup Target

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

School Improvement Plan
2007-2008

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or sbove on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, English Language Learners ELLs)students in grades nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Students With Disabilities (SWD) students in the inclusion model with additional support from facilitative teachers and in their Learning Strategies classes.	Principal,Assistant Principal for Curriculum, ESE Deparment Chair, Mathematics Department Chair, Mathematics Teachers	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide English Language Learners (ELLs) students with home language assistance in mathematics by pullouts during mathematics classes. Teachers will also incorporate peer teaching.	Principal, Assistant Principal for Curriculum, ESOL Department Chair, and Home Language Assistance Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize software programs to diagnose and monitor progress in Algebra I courses. (Cognitive Tutor).	Principal,Assistant Principal for Curriculum, Mathematics Department Chair, Math Coach, Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal,Assistant Principal for Curriculum,MathematicsDepartment Chair,Advanced PlacementMathematics Teachers	10/1/2007	5/3/2008	Advanced Academics	10000
Provide after school tutoring and Saturday FCAT tutoring for all ninth, tenth, and retakers students.	Principal,Assistant Principal for Curriculum, Mathematics Department Chair, Math Coach,Mathematics Teachers	10/1/2007	3/1/2008	Academic Enrichment Opportunities	20000
Identify high achieving Geometry students and schedule them for Algebra II Honors and Pre-Calculus in consecutive semester courses.	Principal,Assistant Principal for Curriculum, Guidance Couselors, Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Enroll 9th and 10th grade students who scored at FCAT Levels 1 or 2 and 12th grade retakers in Intensive Math classes.	Principal,Assistant Principal for Curriculum and Guidance Counselors	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer district and departmental monthly assessments of addressed benchmarks in Algebra I and Geometry to monitor progress. Develop departmentalized mid nine week assessments for Intensive Math classes in order to monitor student achievement.	Principal,Assistant Principal for Curriculum, MathematicsDepartment Chair, Math Coach, Algebra I and Geometry Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Provide Algebra I and Geometry teachers with an FCAT benchmark instructional focus calendar aligned to the mathematics scope and sequence to assist in addressing the various benchmarks.	Principal,Assistant Principal for Curriculum Mathematics Department Chair, Math Coachand Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Notify parents of students who fall in the lowest 25 % and inform them of the school's tutoring schedule.	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Math Coach, Mathematics Teachers.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Notify the parents of the "Bubble students" of the school's tutoring schedule. ("Bubble students" defined as those students who scored 10-15 points above and/or below the level 3 scale score.)	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Math Coach, Mathematics Teachers.	8/20/07	6/5/08	Continuous Improvement Model	
Utilize the first 10 minutes of all Algebra I, Geometry, and Intensive Math classes with an "FCAT problem of the Day".	Principal, Assistant Principal for Curriculum, Mathematics Department Chair,	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

The Mathematics Department utilizes the state-adopted series from Glencoe and McDougal Littell for Algebra I and Geometry. The department will implement Cognitive Tutor for Algebra I.

Utilized FCAT Simulation and FCAT Explorer.

Supplemental Resources: Amsco Publication - Preparing for FCAT Mathematics and Test Tools.

Professional Development

Provide time for teachers during Secondary Early Release days (Professinal Development day) to meet and discuss pacing guides, best practices, hands-on activities, modeling, planning, use of technology and other innovative teaching strategies. Provide teachers training in Edusoft and Snapshot to increase data driven instruction

Evaluation

The final evaluation for this objective will be measured by the 2008 FCAT Mathematics Test.

Data from departmental benchmark assessments, district interim assessments, and research based software (Cognitive Tutor).

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

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☑	☑	☑	☐	☑

Writing Statement

Students will make learning gains and improve their writing skills in order to master the Sunshine State Standards (3.5) in the area of writing.

Needs Assessment

A detailed analysis of the 2007 FCAT Writing Plus scores indicate that 74% percent of the students scored 3.5 and above in writing and 72% scored 3.5 in expository writing and 74% percent of students scored 3.5 and above in persuasive writing. The mean score for expository writing was 3.7, and the mean score for persuasive writing was 3.8; the combined mean score was 3.8.

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, students in grade ten will improve their writing skills as evidenced by a 1% increase of students scoring a 4.0 or above on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students in all content area classes to write one or more essay(s), prior to the FCAT, in addition to the mid-term and the final exams.	Principal,Assistant Principal for Curriculum, All Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Require all ninth and tenth grade students enrolled in Language Arts classes to write a persuasive and expository writing sample per nine weeks that demonstrate progress toward a score of at least 4.0 using the FCAT Six Point Writing Rubric.	Principal,Assistant Principal for Curriculum, Ninth and Tenth Grade Language Arts Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide training for all teachers on FCAT writing style prompts and the use of the FCAT Six Point Writing Rubric to remediate students whose scores are below 4.0.	Principal, Assistant Principal for Curriculum, All Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students with disabilities (SWD) in the inclusion model with additional support from facilitative teachers.	Principal,Assistant Principal for Curriculum, ESE Department Chair,ESE and Language Arts Teachers	8/20/2007	6/05/2008	Inclusion of SWD	0
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal,Assistant Principal for Curriculum, Advanced Placement Language Arts Teachers.	8/20/2007	6/05/2008	Advanced Academics	10000
Implement peer-tutoring strategies and morning and afternoon tutoring programs to assist low performing students.	Principal, Assistant Principal for Curriculum, Language Arts and ESOL Teachers	9/05/2007	6/05/2008	Academic Enrichment Opportunities	5000
Provide English Language Learners (ELLs) students identified by the district's Writing Pre–Test as having scored 3.0 and below with after-school tutoring to enhance their writing skills.	Principal, Assistant Principal for Curriculum, ESOL Department Chair, ESOL Teachers	9/05/2007	3/1/2008	Academic Enrichment Opportunities	5000
Provide staff development opportunities for tenth grade Language Arts teachers that will demonstrate creative ways to teach voice, word choice, sentence fluency, and sentence variety.	Principal,Assistant Principal for Curriculum, Language ArtsDepartment Chair, Language Arts tenth grade Teachers, Language Arts teachers	9/05/2007	3/01/2008	District-wide Literacy Plan	0

Research-Based Programs

Resources:
Prentice Hall Literature (Grades 9-12)
Prentice Hall Grammar and Communication (Grades 9-12)
Bedford Introduction to Literature
Turnitin.com
OWL website- Purdue University: Online Writing Lab

Professional Development

The following strategies will be used to help enhance students' writing scores:
CRISS Strategies

Advanced Placement Strategies- Toumlin's Argument Model
Student writing samples as an effective tool to improve writing
Technology Training

The following evaluative tools will be used to monitor the progress of students:
  District Interim Assessments
  Pre/Post and Practice FCAT Writes Test
  Student Writing Folders
  2007 AYP School Report
  In-House Writing Projects

Evaluation

The final evaluation for this objective will be measured by the 2008 FCAT Writing + Test; Writing Pre-Test; Writing Practice Test; Quarterly Assessment; Post-Test; Student Writing Folders; PACES observations of lesson plans; FCAT Writing rubric scoring

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
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

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✔	✔	✔	☐	✔

Science Statement

Students will make learning gains and improve thier science skills in order to master the sunshine state standards in science content area.

Needs Assessment

An analysis of the data indicates that 25% of the 11th grade students scored an FCAT Achievement Level 3 or above on the 2007 FCAT Science Test. Further analysis of the results indicates that the mean points earned by content clusters/strands for Physical/Chemical was 4 out 13 possible points (31%), Earth/Space was 6 out of 12 possible points (50%), Life/Environmental was 5 out of 12 possible points (42%), and Scientific Thinking was 6 out of 14 possible points (43%). All content clusters/strands are below the 75% profiency level; therefore intervention strategies will be utilized for all clusters.

Miami-Dade County Public Schools

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 43% of students scoring at FCAT Achievement Level 3 or above on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Uitlize Project CRISS strategies on assigned science related articles.	Principal,Assistant Principal for Curriculum, Science Teachers,Science Department Chair.	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide the District's developed Interim Assessments to 10th and 11th graders to monitor progress on the FCAT teasted benchmarks.	Principal,Assistant Principal for Curriculum, Science Department Chair, Science Teachers.	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide all teachers with an FCAT science benchmark Instructional Focus calendar to assist in addresing the tested FCAT science benchmarks.	Principal,Assistant Principal for Curriculum, Science Department Chair,Science Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Conduct the District's recommended hands-on activities and labs every nine weeks that emphasize the annually assessed benchmarks.	Principal,Assistant Principal for Curriculum, Science Department Chair,Science Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate mini-post test questions into unit tests in Earth/Space Science classes to monitor student progress in FCAT tested benchmarks.	Principal,Assistant Principal for Curriculum, Science Department Chair,Biology and Earth Space Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide a variety of instructional strategies to address English Language Learners (ELLs)students' learning and language differences.	Principal,Assistant Principal for Curriculum, Science Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement an Integrated Science course for students in 11th grade.	Principal, Assistant Principal for Curriculum, Science Teachers, Science Department Chair.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate science fair projects in Earth Space science and Biology classes.	Principal, Assistant Principal for Curriculum, Science Teachers, Science Department Chair.	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide after school tutoring and Saturday tutoring to ensure that low achieving students will increase their scores on the FCAT Science Test.	Principal,Assistant Principal for Curriculum, Science Department Chair,Science Teachers	10/15/2007	3/1/2008	Academic Enrichment Opportunities	10000
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal,Assistant Principal for Curriculum, Advanced Placement Science Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	10000
Provide Students With Disabilities (SWD) with after school tutoring in science two times per week. Students in the inclusion model will receive additional support from facilitative teachers.	Principal,Assistant Principal for Curriculum, ESE and Science Department Chair,Science Teachersand ESE Teachers	8/20/2007	6/05/2008	Inclusion of SWD	0
Facilitate English Language Learners (ELLs) students with home-language tutoring by scheduled pullouts during science classes. Teachers will also incorporate peer teaching strategies.	Principal, Assistant Principal for Curriculum, ESOL and Science Department Chairs, Science Teachers.	8/20/2007	6/05/2008	Continuous Improvement Model	0
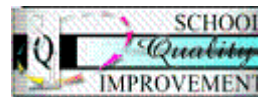
Research-Based Programs

The Science Department will use the following state adopted textbooks:

Glencoe
Earth Space: Geology, the Environment and the Universe (Earth Space Regular)
Glencoe Physical Science with Earth Science (Physical Science)
Chemistry: Matter and Change (Chemistry Regular)

Holt, Rinehart & Winston
Florida Holt Earth Science, 2006 Edition (Earth Space Honors)
Modern Chemistry, 2006 Edition (Chemistry Honors)
Holt Physics, 2006 Edition (Physics Regular)

Prentice Hall
Prentice Hall Biology, Florida Edition (Biology Regular)
Biology: Exploring Life, Florida Edition (Biology Honors)
Physics (Walker) (Physics Honors)
Fundamentals of Anatomy and Physiology (Anatomy & Physiology Honors)
Campell Reece Biology, 7th Edition (Advanced Placement Biology)
Brown LeMay Central Science, 8th Edition (Advanced Placement Chemistry)

Current Publishing
Life on an Ocean Planet (Marine Science)

Software program: ExploreLearning

Professional Development

Edusoft Training
Snapshot Training
Advanced Placement Strategies
Project CRISS
ESOL/ESE Strategies
ExploreLearning
Technology Training

Evaluation

The final evaluation for this objective will be measured by the 2008 FCAT Science Test.
Data provided from the district's administered interim assesments will determine the strengths and weaknesses of students on the benchmarks.

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
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

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✔	✔	✔	✔	✔

Parental Involvement Statement

Increase parental involvement in all school related activities.

Needs Assessment

Information gathered from the 2006-07 Title I Parent Involvement Program Survey of Principals indicated the parents of students attending Miami Senior High School use their home language while their children use English; this constitutes a problem with parents understanding school procedures, requirements and overall academic expectations. Our parents' language barrier also impacts student attendance, the drop-out rate and academic progess. Parents' extended work days and overwhelming repossibilities leave little time to assist students with home learning. Additionally, many of our parents are not computer literate and do not monitor the students' grades and attendance.

Measurable Objective

Increase parental involvement by 5% through the implementation of on-site parent, teacher, and student activities during the 2007 -2008 school year as affirmed by signed activity roster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with FCAT website links to assist with home learning.	Principal,Assistant Principal, Title I, Parent Resource Center, CIS	08/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide parents with an electronic marquee which provides notification of activites and events in Spanish and English.	Principal, Assistant Principal	08/20/2007	5/30/2008	Exchange Meaningful Information	26800
Conduct parent workshop on the use of the Parent Portal.	Principal,Assistant Principal, Parent Academy,CISCAP Advisor	9/18/2007	9/18/2007	Exchange Meaningful Information	0
Contact parents via phone (Connect-ED) and written communication to address students' attendance problems.	Principal, Assistant Principals,Administrativ e AssistantParent Resource Center, CIS	08/20/2007	5/30/2008	Exchange Meaningful Information	0
Collaborate with the Trust Counselor to assist parents and students with social, psychological and emotional problems.	Principal, Assistant Principal, Trust Counselor	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Conduct Parent Academy workshops at Miami Senior High School.	Principal,Assistant Principal, Parent Academy, Bilingual Parent Outreach Program,Parent Resource Center, CIS	8/20/2007	5/30/2008	Exchange Meaningful Information	1000
Provide parents with an annual newsletter identifying dates for the following: FCAT testing, college board testing, FCAT tutoring, academic tutoring dates and times, as well as interim progress and report card dates, graduation and promotion requirements.	Principal,Assistant Principals,Student Services DepartmentParent Resource Center, CISSocial WorkerCAP AdvisorCareer Specialist	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Assist parents with limited English proficency to enroll in the MSHS Adult Education ESOL program and Community School Computer Literacy courses.	Principal, Assistant Principals, Counselors, Parent Resource Center, CIS	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Conduct home visits to support parents in helping their children achieve academic success.	Principal,Parent Resource Center, CIS	08/20/2007	5/30/2008	Exchange Meaningful Information	51000

Research-Based Programs

National Standards for Parents and Family Involvement Programs
NCLB

Professional Development

Parent Academy workshops will be conducted by the Miami Senior High School Trust Counselor, the Bilingual Parent Outreach Program and the M-DCPS Parent Academy team.

Evaluation

The following data will be used to evaluate and assess our 2007-08 Parental Involvement strategies: Trust Counselor logs, Community Involvement Specialists' records and logs, Educational Excellence School Advisory Counselor attendance logs, PTSA logs, parent workshop attendance logs, MHS Adult Education ESOL enrollment and the Parent Academy 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

Provide a safe learning environment for all students.

Needs Assessment

A review of the 2006-2007 School Safety and Discipline data was conducted. The data indicated that 93 students served outdoor suspensions and 556 students served indoor suspensions. Although 4% of teachers and 12% of students agreed (Climate Survey) that violence is a problem, 91% of the students and 89% of the staff feel safe and secure at Miami Senior High School. Continuing efforts will be made to reduce the number of outdoor suspensions and provide a safe learning environment for students and staff.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to 93 outdoor suspensions during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the Student Code of Conduct with all students via homerooms and grade level orientations.	Principal, Assistant Principals , Activities Director, and All Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Increase number of students who participate in peer mediation, group counseling, and individual counseling. In-School suspension and Saturday School will also be provided as an alternative to Outdoor Suspension.	Principal, Assistant Principals, All Teachers, Guidance Counselors,Trust Counselor, Intervention Specialist, School Social Worker	08/20/2008	06/05/2008	Student Wellness	0
Provide parents with assistance in monitoring their child's educational progress by encouraging them to attend classes offered through the Parent Academy or the school's Parent Resource Center.	Principal,Assistant Principals,All Teachers, Counselors and Intervention Specialist	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide orientations and guest speakers from local law enforcement groups in order to educate students on the importance of maintaining a safe learning environment.	Principal, Assistant Principals, All Teachers, Guidance Counselors, Trust Counselor and Career Specialist	08/20/2007	06/05/2008	Student Wellness	0

Research-Based Programs

NOT APPLICABLE

Professional Development

Student Code of Conduct - All staff and students
Training on proper completion of Student Case Management Referral Forms - All Staff

Evaluation

Utilization of district suspensions reports will be analyzed on a quarterly basis to monitor the number of outdoor suspensions. Additionally, student records will be monitored to ensure they are accurate and student case management referral forms have been entered into the ISIS Mainframe Terminal System correctly.

The results of the School Climate Surveys and the end of the year incident report, (SESIR system)will be utilized for comparison purposes.

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

Enhance the use of technology in all classrooms.

Needs Assessment

Miami Senior High School will provide the environment for teachers to infuse technology in the methodology of instruction in order to prepare students for their post-graduation career choices. Technology education lessons will be indentified by teachers to provide students with adequate training in productivity applications programs (e.g. Microsoft Word, Excel, Access, PowerPoint, etc...) to enhance learning, increase output, and promote creativity in all content area classes. Additional professional development activities for instructional personnel will be provided in the use of multimedia strategies, computer aided programs designed to bring technology into the classrooms, and personal productivity software (Microsoft Office applications, e-Mail, EGradebook, and EduSoft).

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Media Center technology resources through teacher instruction to provide students with greater access to web based programs.	Principal,Assistant Principal for Technology, All Media Specialists	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement instructional strategies to infuse technology into lesson plans by using Edusoft, Accelarated Reader, FCAT Explorer, and SPI.	Principal,Assistant Principal for Technology, Department Chairs,Computer Specialists,All Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Require students to present career related projects through the use of technology such as power point presentations and web page design.	Principal, Assistant Principal for Technology, Department Chairs,Computer Specialists,All Teachers	8/20/2007	5/30/2008	Exchange Meaningful Information	0

Research-Based Programs

Read 180
Accelerated Reader
Edusoft

Professional Development

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

Evaluation

The objective will be evaluated by the use of Edusoft, SPI, Accelerated Reader, as evidenced by a 10 percent increase over the 2006-2007 school year.

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

Increase the level of fitness for all students.

Needs Assessment

Results of the Physical Fitness Test Summary for Spring 2007 indicated that of 1,308 students tested, 179 received the gold award and 594 received the silver award. Ninety-six percent of the students enrolled in Physical Education courses were tested and sixty-one percent received the FITNESSGRAM award. Students are not generally aware of the need to form healthful choices in their lifestyle, especially in regard to physical activity. Many students emphasize sedentary behaviors and poor nutritional choices in their lifestyles which are major contributors to childhood and adult obesity. Therefore, there is a need to increase the overall awareness of good nutrition and physical fitness among all students in our school.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by a 5% increase in the number of students who pass the FITNESSGRAM test in the spring of 2008 FITNESSGRAM administration as compared to the spring of 2007 FITNESSGRAM administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct meetings regularly to discuss the overall program, provide for student needs, and ensure continuity in instruction across grade levels.	Principal,Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide instruction on proper nutrition in all Health and Physical Education classes.	Principal,Assistant Principal for Curriculum, Physical EducationDepartment Chair, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide calisthenics and strength training in all physical education classes.	Principal,Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Develop skills required to pass the six-part FITNESSGRAM test by teachers of personal fitness, weight training, and team sports.	Principal,Assistant Principal for Curriculum, Physical EducationDepartment Chair, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Not applicable

Professional Development

In-house professional development will be provided for all Physical Education teachers responsible for preparing students for the FITNESSGRAM test.

Evaluation

The percentage of students passing the FITNESSGRAM test in the spring of 2008 will be compared to the percentage who passed in the spring of 2007.

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
✔	✔	✔	✔	✔	✔

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.
✔	✔	✔	✔	✔

Electives & Special Areas Statement

Electives & Special Areas

Needs Assessment

There is a necessity to offer students a balanced series of course offerings beyond the traditional academic subjects. Many of these courses may be linked to careers and occupations to an even greater degree than the academic subjects, and thus form integral parts of students' ongoing needs in the workplace and in post graduate education. This objective is intended to support the career-themed academies and courses of study as envisioned in the Secondary School Reform initiative. Participating in adjudicated events during the 2006-2007 increase approximately 12% above the previous year and it is desired that we continue this increase.

Measurable Objective

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 5% in the 2007-2008 academic year above the levels in the 2006-2007 year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a means for maximum involvement of students in professionally adjudicated high level authentic assessments in their disciplines.	Principal,Assistant Principals,,Elective Teachers, All Elective Department Chairs	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide all students with rubrics, content requirements and other standards created by professional organizations in their disciplines.	Principal,Assistant Principal for Curriculum, Elective Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer selected classroom assessments as formative assessments of progress toward mastery levels in the adjudicated events.	Principal,Assistant Principal for Curriculum, Elective Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Collect and evaluate event rosters from department chairs on a monthly basis in the 2007-2008 school year.	Principal,Assistant Principal for Curriculum, Elective Teachers, All Elective Department Chairs, EESAC Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Not applicable

Professional Development

Teachers' professional development plans make reference to training opportunities provided by the professional organizations which conduct the referenced adjudicated events. These include training such as that provided by the Florida Vocal Association, Future Business Leaders of America, R.O.T.C., World Language departments, and others. Additional training opportunities will be provided by the Division of Life Skills.

Evaluation

The number of students participating in the referenced events in 2007-2008 will be compared to the 2006-2007 school year. Teachers will forward event rosters to a central collection point throughout the school year.

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

The school will provide good value to students and the community for the expenditure of public funds.

Needs Assessment

District and state strategic goals require increased attention to the effective expenditure of funds allotted to the school. The state Return on Investment (ROI) index compares total school expenditures to student achievement, but ROI indices lag achievement data by a year or more, so this objective will target student achievement directly.

Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving profiency levels in reading and mathematics (FCAT Achievement Level 3 or above)will increase in the 2008 FCAT administration as compared to the profiency levels achieved in the 2007 FCAT administration of the Reading and Mathematics Tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor formative assessments found in other sections of the SIP to determine the efficacy of programs funded in raising student achievement levels.	Principal,Assistant Principals,UTD Designated Steward,EESAC Chair	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Collaborate with the district on resource allocations.	Principal,Assistant PrinciaplsUTD Designated Steward,EESAC Chair	08/20/2007	6/5/2008	Business Process Redesign	0
Monitor expenditure of school funds to ensure that those expended will aid in raising student achievement and the achievement of goals in the SIP.	Principal,Assistant Principals,UTD Designated Steward,EESAC Chair	08/20/2007	6/5/2007	Continuous Improvement Model	0
Acquire information about the use of financial resources in relation to school programs.	Principal,Assitant Principals,UTD Designated Steward,EESAC Chair	08/20/2007	6/5/2008	Business Process Redesign	0
Conduct a structured activity to increase motivation of students to do their personal best on all sections of the FCAT. Activities may include but not be limited to student contracts for success.	Principal, Assistant Principal for Curriculum, EESAC, Activities Director, Homeroom Teachers	1/7/2008	3/17/2008	Education Innovation	300

Research-Based Programs

Research-based programs such as Read 180, Cognitive Tutor, and others are incorporated in other portions of the SIP dealing with specific academic areas.

Professional Development

Budget Training

Evaluation

Results from the 2008 FCAT administration of the FCAT will be compared to the 2007 administration. ROI scores over all available years will be compared.

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
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	✔	✔

Graduation (High Schools Only) Statement

All twelfth grade students will meet the necessary graduation requirements.

Needs Assessment

The data indicates that 555 out of a possible 700 students graduated during 2006-2007 school year. There is need to increase percentage of students receiving a standard diploma within a four year period. Dropout rate as a function of grade level, as well as retention by grade level are being compiled.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2008 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement disciplinary plan and referral procedures for ninth grade students established during the 2005-2006 school year; abiding by M-DCPS guidelines to minimize the number of referrals.	Principal, Assistant Principals, Lead Teacher, Academy Leaders	8/20/2007	6/05/2008	Truancy Prevention	0
Require all students in grades nine through twelve to meet state and local requirements for graduation.	Principal, Assistant Principals, Lead Teacher, Academy Leaders, Guidance CounselorsCareer Specialist	8/20/2007	6/05/2008	Secondary School Reform	0
Implement small learning communities for ninth grade students as required by the (SLC Grant). The communities will be comprised of 4 teams with one Lead Teacher, 4 Academy Leaders, 27 core subject area teachers, 4 counselors, a career specialist, and a cohort of approximately 700 students.	Principal, Assistant Principal, APCLead Teacher, Academy Leaders,Guidance CounselorsCareer Specialist	8/20/2007	6/5/2008	Secondary School Reform	0
Utilize Discover, software program, in grades nine through twelve to create e-portfolios and choose career pathways.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/20/2007	6/5/2008	Secondary School Reform	0
Monitor attendance every nine weeks through the school's attendance plan to reduce the number of unexcused absences.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/20/2007	6/5/2008	Truancy Prevention	0
Monitor the implementation of interdisciplinary curriculum maps and interdisciplinary thematic units.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide professional development communities where teachers have the opportunity to work collaboratively to improve their skills and curriculum.	Principal, Assistant Principals, Lead Teacher Academy LeadersAll Learning Community Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	20000
Implement Tools for Success, Transition Foundation Course, for all ninth grades, which focuses on educational achievement, social development, and career pathways.	PrincipalAssistant Principals, Lead Teacher Academy LeadersGuidance CounselorsCareer Specialist	8/20/2007	6/5/2008	Secondary School Reform	0
Offer a variety of courses through the Miami Senior Adult Center to increase student grade point average and graduation rate.	Principal, Assistant Principal for Curriculum, Guidance Counselor, Department Chairs	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize project-based, authentic assessments and real world experiences with all ninth grade students to monitor student progress.	Principal, Assistant Principals,Lead Teacher Academy Leaders	8/20/2007	6/5/2008	Secondary School Reform	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The graduation rate (drop-out and students not promoted)will be compared from 2006-2007 to determine the percentage increase in the graduation rate in 2007-2008 by utilizing district reports and NCLB AYP report.

Other 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

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☐	☐	☐	☐	☐

Other Statement

Needs Assessment

Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET

Research-Based Programs

Professional Development

Evaluation

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:

The EESAC recommends budgetary options to the Principal throughout the year. In the 2006-2007 school year the EESAC committed money to items such as support for elective programs, student incentives, technology, and advanced academic tutoring. The EESAC has had considerable input into the expenditure of FCAT enhancement funds. The Principal regularly provides the current financial reports to the EESAC Chair and the UTD Designated Steward.

Training:

The EESAC recommends professional development initiatives, particularly as it regards the strategies in the SIP.

Instructional Materials:

The EESAC recommends expenditures particularly as it regards materials required to implement the SIP.

Technology:

The EESAC recommends strategies for the SIP which utilize technology. Additionally, the EESAC has provided considerable funds for technology enhancement in the school year 2006-2007, leveraging other school funds to make classroom technology more functional.

Staffing:

The EESAC recommends the funding of part-time teaching positions and other part-time personnel as needed, subject to budgetary constraints inherent in EESAC funding.

Student Support Services:

The EESAC recommends items to the Principal and the Guidance Department, which make achievement of EESAC goals more attainable, especially in matters such as the class assignment of students by academic achievement level.

Other Matters of Resource Allocation:

The EESAC recommends items to the Principal allowing it to be fully involved in other matters of resource allocation especially as they pertain to the SIP for 2007-2008 and the broader school budget. Members of the EESAC have regularly been provided with timely copies of the school budget reports.

Benchmarking:

The EESAC recommends methods of comparing academic efforts at Miami Senior High School to those of other similar schools as well as other schools in the district, state, and nation. Monthly EESAC meetings report on school data as it becomes available.

School Safety & Discipline:

The EESAC recommends actions to the Principal concerning matters of school safety and discipline. The SIP for 2007-2008 contains an objective in this particular area. The EESAC has established a sub-committee for discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	30000
Mathematics	30000
Writing	20000
Science	20000
Parental Involvement	78800
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	300
Graduation (High Schools Only)	20000
Total	199100

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