

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Miami Springs Senior High School (7511)

Feeder Pattern - Miami Springs Senior

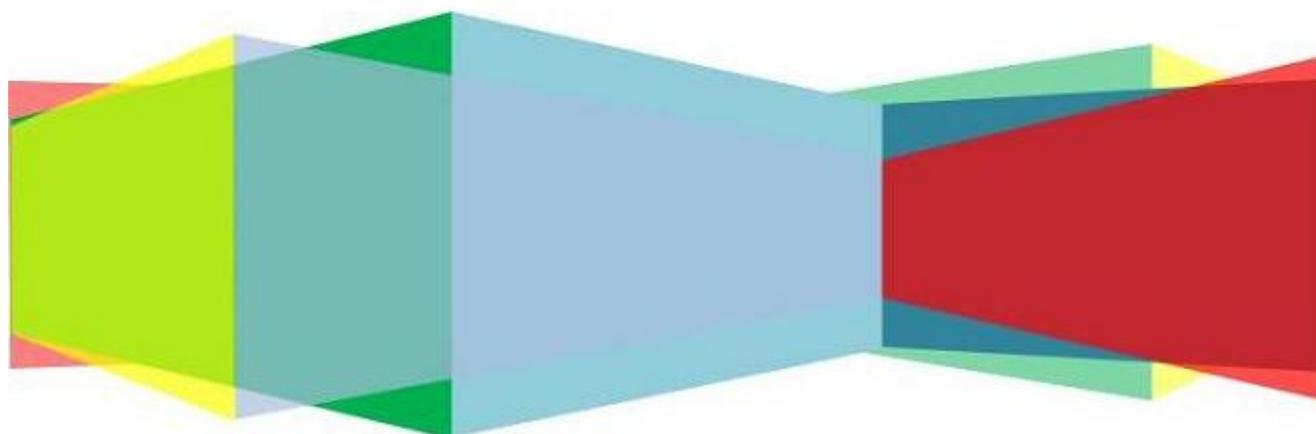
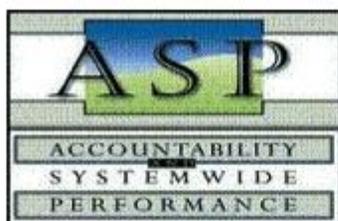
Regional Center III

District 13 - Miami-Dade

Principal - Rafael Villalobos

Adult/Vocational Principal - Zanith Toomes

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Miami Springs Senior High School offers a highly qualified staff and a curriculum which provides an environment of high expectations and a strong work ethic leading to achievement and success for all students. The principal and his administrative staff lead the way with a focused mission and vision of student achievement where "Opportunity Knocks for the Golden Hawks."

Miami Springs Senior High School Community School is located at 751 Dove Avenue, Miami Springs, Florida 33166. MSSH opened its doors in 1964. The campus consists of a main two story building, a connected two story Science wing, 7 portable classrooms, an 800 seat auditorium, an 1800 seat gymnasium, a full service Media Center, and a 420 seat cafeteria. Outdoor facilities include a field that is used for football, softball, baseball and soccer. In addition, there are basketball courts and a driver's education range.

Currently, there are 2,763 students attending Miami Springs Sr. High School in grades nine through twelfth. This is a decrease of 638 students from the 2006-2007 school year. Westland-Hialeah Senior High School is under construction and this new high school will serve to alleviate the overcrowding of Miami Springs Sr. High School. In addition to servicing ninth through twelfth grade students, there is also an extensive community and adult education program offered during the evening. There are 524 students in grade nine, a total of 576 students in grade ten, a total of 784 students in grade eleven and 879 students in grade twelve. Of the total population, 1318 are male and 1445 are female. Our Hispanic population is 79 percent, Black population is 13 percent, White population is 7 percent, Asian population is .003 percent and other is .004 percent.

The teacher population at Miami Springs Sr. High is as follows: Seven ELL (English Language Learner) teachers, 16 SPED (Special Education) teachers, 6 Foreign Language teachers, 2 Family/Consumer Science teachers, 8 Reading teachers, 15 Language Arts teachers, 18 Language Arts teachers, 8 Physical Education teachers, 2 JROTC teachers, 13 Science teachers, 15 Social Studies teachers, and 12 elective teachers. All of our teachers, with one exception, are full-time teachers. Ninety-six percent of teachers have six periods in their teaching schedule. This is of concern because although teachers are given the opportunity to make extra income and it helps the school with class size, it is a burden on planning. Our teachers do not have common planning; therefore, meeting afterschool or in the early mornings. The exhaustion begins to become evident early in the school year since the expectation for performance is high.

Our class size is approximately 24.86 in regular education classes. The class size in the ELL courses are approximately 24:1. We have received additional allocation for the ELL program and will be hiring a new teacher to alleviate the high numbers in the ELL courses. The class size in the SPED courses is 23:1. We are in the process of interviewing for Language Arts, Mathematics and Science which are the areas of most concern.

An area of concern for right now is that because we are sharing our facility with Westland-Hialeah Senior High School until January, space is an issue. We have given 19 portables to Westland-Hialeah, as well as, classroom space and office space. In addition, it is very difficult to find quality teachers now that school has commenced. All teachers are placed and transfer opportunities for teachers are not available.

Our attendance is on average 96 percent. During the 2006-2007 school year, Miami Springs Sr. High School ranked 5th in the District for attendance and third in Regional Center III. Our attendance is steady. The average percentage is between 94 percent and 96 percent. However, attendance is an issue. Our population is transient and not stable. Many parents move out of the area as fast as other move into the area. We have an enormous amount of students that come from Cuba with not only limited language but educational skills as a whole. Our graduation rate for the 2006-2007 school year was 73 percent from 64 percent in 2005-2006.

Our Feeder Pattern includes, Springview Elementary School and Miami Springs Elementary School, Miami Springs Middle School and Henry Filer Middle School. We did not receive many students from Filer Middle School because those students will attend Westland-Hialeah. Also, community private schools such as Blessed Trinity contribute to our student population.

Miami Springs Sr. High School's academic program follows the Sunshine State Standards. The Reading, Mathematics, Language Arts, Science and Social Studies departments are implementing Instructional Focus Calendars which allow teachers to teach benchmarks, stream-line curriculum and assess on a weekly basis. Teachers review the data results, make the necessary adjustments and re-teach based on the data results. Because of this stream-line concept, teachers have also developed "content teams" which has allowed for conversations on instruction and planning since our school does not have common planning.

The Writing Action Plan (WRAP) is a school-wide writing element focusing on writing strategies and grammar to enhance the writing process. These writing strategies include the bi-weekly practice of all components listed on the scoring rubric of the FCAT Writing+. This year we have created individualized writing prompts by department/content in order to emphasize and enhance prior knowledge of the student. We are also continuing the process of Literacy Across the Curriculum. During the 2006-2007 school year, we established a Literacy Team. The team is a representation of one teacher from each department. During the 2007 summer, members from the team participated in a two day professional development sponsored by FLARE. During this professional development, the members became more proficient with the reading process and are now working on early release day professional development for the faculty on vocabulary enhancement, fluency and comprehension.



# School Improvement Plan

## 2007-2008



Miami Springs Sr. High School offers a variety of special programs to address a variety of student needs. One such program is our Academy of Hospitality and Tourism for students interested in careers associated with this field. The Academy of Hospitality and Tourism is a collaborative effort with the National Academy Foundation and the travel/tourism industry. The goal of the academy is to utilize travel and tourism to capture and develop students' interests in the world around them by providing educational programs enriched with innovative teaching strategies, as well as providing opportunities for students to explore careers in hospitality and tourism. Students are recruited from the north end of Miami-Dade County so the academy serves to better integrate our student population. Another program, "Hawk Academy" assists students who have academic difficulty in the regular high school setting. Computer-assisted and small group instruction is provided by the Ombudsman corporation contracted by Miami-Dade County Public Schools. Selected students spend a school year attending classes at "Hawk Academy." They are evaluated to determine their progress and the feasibility of returning to the regular high school setting.

Our school was awarded a Small Learning Community Grant from the Federal Department of Education during the 2005-2006 school year. This funding allows for the implementation of an Academy model at the school. During the 2006-2007 school year, 300 of our ninth grade students were in the team model. These students shared three common core teachers in Mathematics, Language Arts and World History. The teachers met bi-weekly to plan and collaborate. The teachers have discussions on student's progress in order to promote student achievement and a positive experience as they enter high school. This school year, we have implemented the team model to all 524 ninth grade students. We have three teams by the name of Lambda, Epsilon and Psi. The teams are grouped by Language Arts, Mathematics, Science, Social Studies. English Language Learners, SPED students, Intensive Reading and Intensive Mathematics classes have also been included in the teams. These teachers on the ninth grade teams met during the summer to plan and implement consistent requirements and expectations for the students. The students are also receiving high school transition instruction through the World History course. Through the Small Learning Communities grant we were able to provide SMARTBOARDS for our ninth grade teachers. This will assist with the implementation of technology in the classrooms. Also, the school was awarded the QZAB Technology grant. The money from the grant was used to buy computers for our Computer Programming class and to provide all teachers with new computers and printer. We additionally were able to buy a mobile lab and upgrade our Cognitive Tutor student lab.

Miami Springs Senior High School offers a variety of activities involving students in athletics and activities through school clubs and organizations. These co-curricular activities allow students the opportunity to develop social skills. The school's athletic program includes over 29 teams including junior varsity and varsity levels. These teams participate in district, regional and state competitions. Overall, the athletic program at MSSH placed 7th of all high school athletic programs in the county of Miami-Dade. The female athletic program ranks 3rd in the county and 19th in the state of Florida. During the 2006-2007 school year, MSSH won four district titles, softball, girls soccer, boys basketball and baseball. The girls soccer and softball teams competed at the regional level and the boys basketball and baseball teams competed at the regional finals. In individual athletic events, the school had two male bowlers and two wrestlers represent at the State level. In addition to the winners, our student athletes were awarded eleven scholarships for college such as Wayne State, University of Miami, University of South Florida, Barry University, St. Cloud College and Red Lake College.

The school has a total of 67 clubs in the activities program with a variety of honor societies, service and interest clubs to accommodate every possible interest. In addition, we have an extremely strong math organization, MU ALPHA THETA which is ranked fifth in the nation for the 2006-2007 school year. Our French Honor Society, the HOSA organization, the Thespians drama organization and our musical program including Band, Keyboarding and Dance also competed at the State and brought back awards. Our Cheerleaders competed at the District and State level and received a fourth place ranking in the state.

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

Given instruction based on the Sunshine State Standards, Special Education (SPED) students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher 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 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher 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 percent scoring at a Level 3 or higher 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 by 5 percent in their mathematics skills on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SPED students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their skill proficiency in writing as evidenced by 90 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing PTSA membership during 2007-2008 and 2006-2007.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by 1 percent monthly during the 2007-2008 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through twelve will improve their running skills as evidenced by 25 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM test as compared to 19 percent during the 2006-2007 school year.

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by 10 percent during 2007-2008 school year as compared to the 2006-2007 school year.

Miami Springs Senior High School Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point during the 2007-2008 school year.

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a 1 percent increase in the graduation rate during the 2007-2008 school year as compared to the 2006-2007 school year.

One of the areas for improvement at Miami Springs Senior High School is to increase the involvement of stakeholders in the strategic planning of the school. This section of strategic planning received a score of 4.1, an increase of .3 points. Therefore, during the school year, the plan of the school will be to continue to involve instructional leaders in the decision making process that will affect their departments and teachers. These decisions will include discussions and feedback regarding teacher assignments, purchase of books and materials, and development of curriculum for the 2007-2008 school year. We will also begin to incorporate more stakeholders in the Small Learning Community process, including ESSAC members.

In addition, according to the survey, the faculty felt comfortable with the overall functioning of the organization with a average score of 4.2, an increase of .3 points. Overall, the entire section was quite high with an average of 4.0. The principal has already presented the faculty with the cost of the temporary instruction for the 2005-2006 school year. He has also shared this with the EESAC committee. In addition, he has kept the Administrative Team abreast of FTE, hourly and overtime accounts.

It is important that the faculty and staff feel empowered in the decision making process, and they buy-in to the development of curriculum decisions that will positively affect student achievement. Just as important, the faculty needs to understand the finances and the expenditures with the educational process.



# School Improvement Plan 2007-2008



## 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.

## 7511 - MIAMI SPRINGS SENIOR HIGH SCHOOL

### VISION

The vision of Miami Springs Senior High School is to create a motivating and engaging learning environment that promotes a sense of community and reflects integrity, fairness and respect. Our school seeks to provide an environment of critical and creative thinking, reflective learning and problem solving through a multi-disciplinary approach. We encourage an awareness of social issues and global responsibility throughout the curriculum. The Principal and his administrative staff lead the way with a focused mission and vision of student achievement where "Opportunity Knocks for the Golden Hawk."

### MISSION

The mission of Miami Springs Senior High School is to create a school community that reflects integrity, respect and fairness by providing motivation and engaging learning environment. Our mission is to develop students who think critically and creatively, reflect on their learning, use multi-disciplinary approaches to solve problems, and use research skills effectively. We will develop students who are socially aware and globally responsible. We will develop motivated students who put forth maximum effort. We will develop an administrative staff that limits class size, addresses student concerns and administers discipline in a fair and consistent manner. We will have actively involved parents. Each stakeholder plays a vital role in the success of Miami Springs Senior High School. Our school principal will lead by example to ensure that our school will meet or exceed all the performance goals to enhance our vision for the future.

### CORE VALUES



# School Improvement Plan 2007-2008



## Academics

Miami Springs Senior High School aspires to provide the best possible academic, technological and extra-curricular experiences to our students and the surrounding community.

## Equity

The faculty and staff of Miami Springs Senior High School will meet the educational needs of all our students with the goal of assisting students in becoming productive, contributing citizens for success in a technologically changing world.

## Integrity

Miami Springs Senior High School believes in supporting the following as the motivation for all endeavors undertaken by the school; we are dedicated to providing a place that ensures a safe learning environment and a quality education, a place where all individuals can strive for and reach their desired goals, and a place that nurtures the development of strong values, good citizenship, and community involvement.



# School Improvement Plan 2007-2008



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## ***School Demographics***

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# School Improvement Plan

## 2007-2008



Miami Springs Senior High School was established and opened its doors to students in 1964 on 23.73 acres of land located in the north central area of Miami-Dade County in the center of the City of Miami Springs. The community is made up of single family homes and apartment buildings. The ethnicity of most of the Miami Springs community is White and of middle class income levels. Although the majority of the community of Miami Springs is made up of retirees and older adults whose children have already reached maturity and do not attend the high school, the population is beginning to shift. Younger couples with families are moving into the area and their children are attending Miami Springs Sr. High. In addition, several of the students who attended private schools in the area are coming back to the school.

Miami Springs Senior High School Community School is located at 751 Dove Avenue, Miami Springs, Florida 33166. The campus consists of a main two story building, a connected two story science wing, 7 portable classrooms, an 800 seat auditorium, an 1800 seat gymnasium, a full service Media Center, and a 420 seat cafeteria. Outdoor facilities include a field that is used for football, softball, baseball and soccer. In addition, there are basketball courts and a driver's education range.

The ethnic backgrounds are as follows: 2,763 total students, 2,206 Hispanic students, 350 African-American students, 185 White students, 9 Asian students, and 13 of other ethnic backgrounds. The student population comes from different communities residing in the cities of Miami Springs, Doral, Hialeah and Seminola. However, with the construction of Westland-Hialeah Senior High School we will see a decrease in the number of students from Hialeah and Ronald Reagan Senior High School will absorb the students from the Doral area. Our school has a mandatory student uniform policy. This has been beneficial in easily identifying our students and promoting appropriate behavior. This school year we have implemented the student identification card project. Students are required to have their ID's for the Media Center, cafeteria/lunch use, sporting and other school related activities.

In the ninth grade, there are 196 FCAT Level 1 students and 165 Level 2 students. In the tenth grade, there are 368 FCAT Level 1 students and 189 Level 2 students. There are 376 SPED students and 194 Gifted students.

In addition to the full-time teacher faculty, Miami Springs Sr. High employs six administrators: one principal, four assistant principals, one administrative assistant, five counselors, one TRUST counselor, one CAP advisor, one Athletic Director, one Activities Director, one Media Specialist, one AV Specialist, one Technology Coordinator, one Lead Teacher for the Academy of Hospitality and Tourism, one Testing Chairperson, one SCS teachers, one Cafeteria Manager, seven paraprofessionals, six part-time clerical workers, eleven security monitors and three part-time security monitors, nine clerical personnel, eleven cafeteria workers, one Head Custodian, and nine full-time custodians and four part-time custodians. The Miami Springs Senior High School Leadership Team consist of the Instructional Leaders for the departments. We meet twice a month to discuss curriculum issues, share data and review research that will continue to promote student achievement.

Miami Springs Sr. High School obtained a school grade of "C" during the 2006-2007 school year. Because of this, Miami Springs Sr. High School is a STAR school, School Targeted for Academic Reform. The Regional Center will provide the school with support for teachers, professional development and conduct visitations to the school in order to ensure that the school will not decrease school grade during the 2007-2008 school year. This program, in addition to our Small Learning Communities, will assist the academic programs to succeed and therefore contribute to the overall success of the school.

Miami Springs Sr. High School is proud of the accomplishments of the school and of the great diversity within it. Miami Springs Sr. High School also recognizes the importance of career planning in the total development and maturity of the student. This is the reason why the school has taken a special interest in the continued development and building of the Academy of Hospitality and Tourism. The commitment of the school is to allow students to experience and research career opportunities in the area of tourism and hospitality, especially in our community, which allows for such variety in the this field of work.

Many of the students apply for entrance to the Academy from our feeder schools, Miami Springs Middle School and Henry H. Filer Middle School. The Lead Teacher for the Academy will also recruit from Charles Drew Middle School, Ruben Dario Middle School, Kinloch Park Middle School and other middle schools outside of the Miami Springs community. This allows for strong diversity of students enrolled in the Academy of Hospitality and Travel.

The philosophy of career development continues with the construction of additional career academies. This will afford students the opportunity to experience and study areas of business which might interest them as potential careers. We have instituted during the 2006-2007 school year, the Academy of Health and Wellness. This academy has three strands emphasizing Medical Technician, Personal Training and Athletic Training. The plan is to continue this road to career success by the addition of a Visual Arts and possible Engineering Academy. During the 2007-2008 school year we will continue the growth of the academies with Visual and Performing Arts, Education and Child Care and with Music.

Miami Springs Sr. High School is committed to the high achievement of all students. We encourage our students to participate in Honors and Advanced Courses. We are committed to the promotion of reading across the curriculum. We provide in-house professional development to our teachers using our own staff in the area of reading. In Science, we have given a science teacher a reserve period to assist in the preparation of labs for the rest of the department. This teacher will prepare labs for Earth/Space, Biology and Chemistry, allowing the classroom teacher the opportunity to not only perform more labs, but dedicate time to the teaching of result analysis of the experiment. We are diligently working to continue the consistency in our SLC's and monitor student progress weekly. All these programs will promote student achievement for the 2007-2008 school year.

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## ***School Foundation***

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### **Leadership:**

An analysis of the data on our Organizational Performance Improvement Snapshot of 2006 shows an average score of 4.4 in our leadership category, and increase of .3 points. An analysis of the individual items show an increase in all areas, specifically with item 1g "My work location asks me what I think" with an increase of .4 points. This is especially important because MSSH has been implementing many initiatives both District and school-wide and this shows the empowerment of teachers. Comparison of the areas demonstrates that the faculty and staff of Miami Springs Senior High School are aware of the school's mission. The goals for the organization are clear and communicated well to the faculty. Overall, the faculty and staff are satisfied with their school and with the work that they do. The faculty feels that the students, parents and community are also satisfied with the progress that Miami Springs Senior High School has made.

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

The Organizational Performance Improvement Snapshot of the 2006 school year shows that the category of strategic planning received a score of 4.1 in comparison to 3.8 in 2005. Teachers are confident with data analysis and the work that they are involved in, the faculty does feel more comfortable with the level of involvement they have in decision making. Item 2a specifically had an increase of .4 points, "As it plans for the future, my work location asks for my ideas." This is important because the school is moving towards SLC's and academies and we need the support of the faculty.

### **Stakeholder Engagement:**

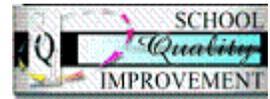
The Organizational Performance Improvement Snapshot of the school year 2006 shows that the category of customer satisfaction received the high rating of 4.4. Overall, the faculty and staff of Miami Springs Senior High School are satisfied with the relationship between the customer and the themselves. The staff understands the needs of the customer, the importance of maintaining conversations with the customer and the staff monitors the effectiveness of their work.

In this particular item, the teacher in conversation with the administration felt that the student is truly not a customer or product. Their concern was that the word "product" is not the proper terminology to use in describing our students, there is a loss of humanity and that children are not products and parents are not customers. However, after explaining the reasoning behind the survey, they were apted to accepting this terminology. Teachers feel very strongly about the word customer, customer does not reflect the student as an individual, but as an item for sale.

### **Faculty & Staff:**



# School Improvement Plan 2007-2008



Teacher Mentoring Programs: Miami Springs Senior High School provides mentoring for beginning teachers through a school based initiative called the Beginning Teacher Mentoring Program. The program is overseen by an assistant principal and the school's test chairperson. All beginning teachers are required to meet bi-monthly for training and in-service workshops. Topics covered include lesson planning, classroom management, research-based reading strategies, compliance with school and district policies and Professional Assessment and Comprehensive Evaluation System (PACES) observations. Beginning teachers also take part in the PACES Professional Growth Process. The Professional Growth Process provides teachers with comprehensive information which they can include in the annual Professional Development Plan (PDP) required by Florida State statute to enhance student achievement. The Professional Growth Process Team (PGT) is composed of one Colleague Teacher selected by the teacher, a second Colleague Teacher selected by the principal and an optional third Colleague Teacher by mutual agreement of the teacher and principal. The PGT works through both observations and provides feedback to support professional growth for the beginning teachers. In addition, all beginning teachers are assigned a "buddy" from the same department to serve as a role model and as a resource.

This year, since the District is moving towards the IPEG system, the beginning teachers will be receiving additional assistance not only from the mentors they are paired up with, but also from their Instructional Leaders.

Miami Springs Senior High School is committed to mentoring on a school-wide basis through the Peer Observation Program. Teachers are encouraged to observe other teachers and provide positive feedback about the observation. The peer observation and feedback promotes a professional learning community focusing on collegial relationships, professional dialogue and improvement in instruction. As the results of the school survey show, this promotes the opportunity for teachers to share best practices, have curriculum conversations and be aware of the expectations of the organization. The organizational survey for the school year of 2006 shows that the average score for this category is 4.3 This proves that this process is successful in the development of learning communities within our building.

In specific, item 5d had an increase of .4 points indicating the importance of teachers feeling appreciated and recognized for the work they do.

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

Miami Springs Senior High School faculty is familiar with data analysis and the monitoring of such data to make adjustments in the lessons that will allow students to better understand and achieve academic success. This is evident with the average score of 4.4 on the survey for the 2006 school year, an increase of .3 points. In addition, data is reviewed to determine goals for the school and the implementation of strategies to accomplish the goals.

The increase of .3 is consistent with the increase in data analysis at the school. No longer is data just reviewed in mathematics, but reading, science, and writing, as well as, social studies and all other areas of study will be reviewing data in order to assist with student achievement.

The Miami Springs Senior High School intensive math classes have student monitoring assessments weekly. This assessment data is compiled by our data specialist and on Monday morning the teachers in the department review the data. At this time, adjustments are made to the focus calendar for the week. Intensive reading classes assess their students' bi-weekly and review the data also to make additional modifications to their focus calendars for the week. The students in the Read 180 program receive data analysis reports daily as to their progress. This school year, Science will be using the EduSoft program to grade the teacher made student monitoring assessments students on a monthly basis to formulate progress and make the necessary adjustments to the instructional focus calendar.

### **Education Design:**



# School Improvement Plan

## 2007-2008



**Extended Learning Opportunities:** The Organizational Performance Improvement Snapshot of 2006 shows that our customer service satisfaction is at an average score of 4.4. In an effort to continue providing academics for our customers, tutorials are available before school, after school and on Saturdays. Saturday tutoring offers a remediation of skills to all sub-groups, with an emphasis on additional supplemental materials and computer assisted instruction. The media center is open before school and after school to give students the opportunity to access reading resource material and the Internet. This school year with the assistance of the District, we will be implementing a new computer program, Reading Plus, which will be used to enhance the tutorial program. Adult education is offering a seventh period elective course which emphasizes reading skills for any student interested in receiving additional assistance. Our ESOL Home Language Assistance pull-out teachers work with students during the day supplementing classroom instruction for those students having difficulty understanding mathematics, science or social studies. Athletic coaches monitor student progress and provide study hall after school for the student athletes.

**School-wide Improvement Model:** Miami Springs Senior High School is using the Plan, Do, Study, Act (PDSA) as its School Wide Improvement Model. In the spring, test scores are disaggregated by student subgroup to identify objectives that require additional improvement. The data is prepared for each teacher during the summer. All teachers receive their data at the opening of school faculty meeting. Using the Sunshine State Standards as a basis, teachers plan together to develop a timeline for teaching the needed content areas. The amount of time each teacher dedicates to a given topic is based on the needs of the student groups as determined by the disaggregated test data.

### **Performance Results:**

Our school wide attendance has dramatically improved over the last three years. As part of the data analysis and knowledge management process, it is important that we monitor attendance daily. The Organizational Performance Improvement Snapshot of 2006 shows the area of data management at a high with an average score of 4.4, an increase of .3 points.

The average student attendance for the 2005-2006 school year was 93.81 percent. An analysis of academics shows that there are 179 students enrolled in gifted classes, 521 students enrolled in Advanced Placement classes, 554 students enrolled in English as a Second Language (ESOL) classes, and 304 students enrolled in Exceptional Student Education (ESE) classes.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Miami Springs Sr. High School encourages all of the teachers to participate in Professional Development opportunities that are provided by the school, District and State. During the 2006-2007, the faculty and staff of Miami Springs became committed to the development and enhancement of vocabulary for our students. The research shows that if students are deficient in vocabulary, then their fluency decreases and in turn their comprehension decreases. Because many of our students do not have English as their first language, extensive vocabularies are a problem.

We provided teachers with in-house Professional Development on vocabulary enhancement. We provided teachers with a weekly list of root words that could be used throughout the building in the content areas, with examples of how the root word can be used. We also provided all teachers with word trees to encourage teachers and students to develop their own words from the root word example given.

Miami Springs Sr. High also started the process of Literacy Across the Curriculum. We provided in-house PD for teachers with Pre-Reading, Reading and Ending reading strategies. We took the teachers through an actual Reading lesson where they had to predict the article with the title, review vocabulary, create a VennDiagram, a Gist and complete the reading lesson with an assessment. In addition, teachers were given the opportunity to reflect on the lesson and provide feedback from their teaching experience.

Our Reading Department has started the Differentiated Instruction Model. During the summer, the Reading Department met, reviewed and analyzed the research on DI and selected a model that would be conducive to the teaching environment of our school. Because we have teaching periods of 55 minutes, it is difficult to conduct a DI activity in a full period, therefore, the teachers have divided the activities to accommodate the time. One way that the teachers are grouping students is using the "index card method." Another technique that the teachers are using to group students is through the use of FCAT developmental scores and Level.

### **Disaggregated Data :**

The Miami Springs Senior High School Reading and Mathematics teachers review and analyze data on a bi-weekly basis. Our Science teachers have begun to review data on a bi-weekly basis. Students are assessed using teacher made benchmark assessments. The teachers then review their own data and then meet as content groups to review and talk about the strengths and the weaknesses of the students. But most importantly, the data is use to reflect on the instruction and make modifications to the Instructional Focus Calendar and to the teaching of the material.

At the opening of school meeting for teachers, the principal presented to the faculty the FCAT data. The principal reviewed with the faculty Reading, Mathematics, Science and Writing data. He included attendance information based on COGNO's provided by the District. The principal also reviewed Advanced Placement data for all the areas tested.

In addition to the review of the data by the principal, all teachers received their students FCAT Level information in a database format. This allows all teachers to be familiar with their student's potential and to be able to modify instruction based on the needs of the student.

### **Informal and Formal Assessments:**



# School Improvement Plan

## 2007-2008



There are several forms of assessments that Miami Springs Senior High School uses to assess students. The first are the formal assessment provided by the District in the form of the Interim Assessments in Language Arts/Reading, Mathematics and Science. These are given three times a year. The teachers use this data to track student progress based on the benchmarks assessed. A review the Interim Assessment data compared with the 2006 FCAT data showed that there is a strong correlation between the Interim results and the FCAT results. Therefore, the teachers have expressed the need to review interim results carefully.

In addition to the Interim Assessment, MSSH used the District Writing Test to assess a baseline for writing. This assessment is given during the third week of school. The teachers grade the essays and return the essays to the students with feedback. The teachers in the ninth and tenth grade Language Arts classes continue the writing process, assessing weekly to ensure that there is progress being made by the students. In addition, the Language Arts teachers have incorporated in their Focus Calendars grammar since this is a requirement for these students.

The Intensive Reading department uses the Gates-MacGinitie during the second week of school to create a baseline for their students in addition to the FCAT data. The teachers review this data and it is also used for Differentiated Instruction grouping. In addition to this data, the Reading teachers give bi-weekly teacher made assessments using EduSoft. They review the data and make adjustments and modification to instruction. We are using fluency material provided by the Regional Center. These stories provide a mini-assessment after the readings that allow the teachers to see a student's progress instantly.

The Mathematics department uses weekly assessments in their Intensive classes. The students in the Intensive Mathematics classes are on a program where students are taught, assessed and based on those assessments re-taught. This data is analyzed weekly by the grade level teachers.

The Science department will be assessing students on a bi-weekly basis also. They have developed teacher made assessments based on the Annually Assessed benchmarks. This data will be reviewed and adjustments made to the instruction.

In our ninth grade Small Learning Community the teachers in World History will be conducting projected-based assessments. The students will use PowerPoint to do their presentations in addition to working cooperatively to create their projects. Although this assessment process is "out of the box" this gives into the philosophy that all students learn differently and tie in with Differentiated Instruction.

Informal assessment is a part of the everyday classroom. Teachers monitor student engagement through the use of discussion, high-order questions and the continuous review of material in the classroom.

### **Alternative Instructional Delivery Methods :**



# School Improvement Plan

## 2007-2008



Miami Springs Senior High School is fortunate to have the Small Learning Communities. As part of the Secondary School Reform, the SLC allows for innovative thinking and teaching. For one, we have converted the World History classes to Honors and all of the ninth grade students are in the Honors World History. The teachers in this content met over the summer of 2007 to plan an intensive Instructional Focus Calendar based on the Sunshine State Standards. In the calendar, they have included an array of instructional methods including cooperative learning, project based assignments and assessments, reading/writing strategies within the content and the addition of the Transitional Course curriculum.

In addition, through the Small Learning Communities, we have purchased SMARTBOARDS for all of our ninth grade teachers. This is allowing the teachers to infuse technology into their lessons. The students are also involved in the interactive opportunities that the SMARTBOARD provides by going to the board and actually participating in the lesson. Also, we have invested in the SAFARI program. This program is a database of short movie clips and documentaries from sources such as National Geographic, PBS and Scholastic. The teacher is able to search through the files and pick out information that is relevant to their lesson. They can incorporate these short documentaries in their lessons so that the students can actually relate to what is being taught. For example, in World History, as the teachers discusses the Roman Empire, the students can see Italy through the eyes of National Geographic or listen to documented information from a narrator on the relevance of the Roman Empire. This is another way of bringing relevance to the educational process for students who otherwise would not know about Italy.

Our Intensive Reading classes are also implemented the Differentiated Instruction Model. The teachers are grouping students using FCAT Levels, Gates-MacGinitie scores, informal assessments and formal benchmark assessments. In addition, we have incorporated reading/writing strategies in Science and Social Studies. Through our Literacy project, we have provided teachers with reading strategies that can be used in their content areas.

Also, Miami Springs Senior High has the co-teaching model for SPED students in Inclusion. Through inclusion, SPED students who are not mainstreamed are given the opportunity to be in regular classrooms with regular students. The co-teaching model is used in our school because we feel that with the support of the SPED teacher, the student will receive instant support and contribute to their success. The other benefit of the co-teaching model is that the SPED teacher can also work with regular students who might be struggling in the content. Our experience has shown that both students benefit from the two teachers. One down side to co-teaching is finding personalities that fit well together. Fortunately, we have been able to do so. Most of our teams have been together for two years.

**Schools Offering Primarily Grades 6 through 12**

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

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

**Different Innovative Approaches to Instruction:**

Miami Springs Sr. High School is committed to highest quality of instruction for all students. As a school, we are committed to promoting students to have goals beyond FCAT, into Advanced Placement courses and motivate to continue their post-secondary education. However, we have made provisions for our struggling students to achieve the highest quality instruction.

First, all students Reading and/or Mathematics that are FCAT Level 1 and 2 are place in the Intensive Reading and/or Mathematics program. In these programs students receive remediation not only in FCAT but also the test taking skills necessary for the test. In both subjects, the students work in cooperative groups, the teachers conduct Differentiated Instruction. The students in the Intensive program are also working on fluency and vocabulary.

**Responsibility of Teaching Reading for Every Teacher:**

Addressed in the School Demographics - Page 8  
Addressed in "Schools Graded "C" or Below" - Page 13

**Quality Professional Development for Teachers and Leaders:**

Addressed in the School Demographics - Page 8  
Addressed in the Professional Development Section for Schools Graded "C" or Below - Page 13

**Small Learning Communities:**

Addressed in the Executive Summary - Page 3

**Intensive Intervention in Reading and Mathematics:**

Addressed in the Alternative Instructional Section for Schools Graded "C" or Below - Page 14 and 15

**Course Choice Based on Student Goals/Interest/Talents:**

The Academies have given the students the ability to choose elective courses within an area of interest. We developed the academies based on the needs of the students and with the data from student subject selection. Through the SLC, our Career Specialist will conduct interest inventories with students. This will allow students time to analyze their own personal characteristics and how they can influence their choice of course work. During the Spring, 2008, the students



# School Improvement Plan

## 2007-2008



will meet with their counselors, review and analyze their individual findings and make educated course/academy choices that will meet their interest and talents.

### Master Schedules Based on Student Needs:

The philosophy of Miami Springs Sr. High School is to build a master schedule based on students needs. This means that the teachers are given courses based on teacher strengths, but also with the learning and graduation requirement needs of the students in mind. During the Spring, teachers are given a "Preference Survey" to determine what areas the teachers have an interest in teaching. As a school, we try to accommodate their interest, however, we recognize that there are certification issues and subject area needs. We are fortunate to work with our Instructional Leaders on teacher schedules and at Miami Springs Sr. High School all are familiar with the scheduling philosophy.

In addition to master schedules based on student needs, we have rearranged the classrooms of teachers to address student success. For example, our SLC teachers are grouped together by team, meaning that the four content teachers are next to each other. The philosophy for this is to maintain constant communication within teachers and for the students to know that "someone is looking" to make sure they do the right thing.

### Parental Access and Support:

Miami Springs Sr. High School has the Parent Resource Center in the Main Office. The resource center offers a variety of informational brochures, in addition to, the ability for parents to make appointments with counselors and teachers. At the Parent Resource Center parents are able to obtain electronic gradebook information to monitor their progress.

### Applied and Integrated Courses:

Miami Springs Senior High School began the process of interdisciplinary collaboration during the 2005-2006 school year. During the course of these past year, departments have developed working relations, for example, Language Arts, Reading and Social Studies, Mathematics and Science. The obvious reason is that the skills learned in one subject can be transferred to another. During the 2006-2007 school year, work was done further in our Medical Lab course with Physics where the students created a "robotic arm" for HOSA competition. The students involved in this project were able to see how their studies in Physics were used to create a "robotic arm" and therefore, continuing that process to the medical field as to how prosthetics are designed. This was an incredible experience for all the students, in addition to the fact that they won first place at competition. Accordingly, the connection between Science and reality was made.

We are in the process of continuing the work between subjects. Mathematics will be working closely with Science to integrate may of their skills.

### Academic and Career Planning:

Addressed in School Demographics

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Reading Statement**

Students will acquire the knowledge, skills and competencies to master reading.

**Needs Assessment**



# School Improvement Plan 2007-2008



A review of the data revealed that 71 percent of ninth and tenth grade students are still reading below grade level, 59 percent of the lower 25 percent made learning gains. Based on this year's Gates McGinitie testing, the majority of students in grades nine and ten are reading between the fifth and seventh grade levels and require additional intensive instruction in fluency, comprehension and vocabulary.

Specifically, students in grade nine showed an increase in level performance in clusters Word/Phrases and Main Idea/Purpose, with an increase of six percent. The Reference and Research cluster had a drop of 11 percent from 55 percent to 44 percent and Comparison had a drop of 6 percent from 60 percent to 55 percent. The increase in Word/Phrases was 56 percent, a 6 percent increase and we attribute that to the increase in vocabulary development. Additionally, Main Idea/Purposes had an increase of 6 percent, and that too is attributed to the increase in work with this particular cluster. Because traditionally Reference/Research was strong, we did not work diligently in that area and saw the decrease.

FCAT Reading results show that tenth grade students stayed stagnant in the cluster of Word/Phrases with 50 percent as in 2007. Both Main Idea/Purpose and Comparison had decreases, 7 percent in each of the clusters. Reference/Research showed an increase of 5 percent, the only cluster with an increase. In spite of the improved results in a few clusters, both ninth and tenth graders need to show additional and continuous improvement in all of the required clusters. Because of this, vocabulary and fluency have become a priority in the school. We are continuing our vocabulary plan in all content areas and the Intensive Reading teachers will be working on increasing fluency.

After examining the disaggregated data on the Adequate Yearly Progress Report, 57 percent of the White subgroup are reading at or above grade level, an eleven percent increase from 2007. The rest of the subgroups are not making Adequate Yearly Progress, but are showing learning gains, 21 percent of the Black subgroup (increase of 4 percent from 2006), 27 percent of the Hispanic (increase of 4 percent), 24 percent of the Economically Disadvantaged (increase of 3 percent), 13 percent of the ELL students (increase of 10 percent) and 17 percent of the SPED students are reading at or above grade level. Although gains are noted in all subgroups, the fact that these subgroups did not make Adequate Yearly Progress in reading indicates the need for a school wide instructional initiative which promotes reading fluency, comprehension and vocabulary development.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

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

Given instruction based on the Sunshine State Standards, Special Education (SPED) students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher 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 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use Continuous Improvement Model (CIM) as the school wide improvement model to enhance instruction for the 2008 FCAT Reading Test.	Principal, Assistant Principals, Reading Instructional Leaders, Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Provide opportunities for all students, including ELL, SPED, Black and Economically Disadvantaged, to attend Saturday tutorials for reading skills remediation to improve student achievement on the 2008 FCAT Reading Test.	Principal, Assistant Principals, Teachers	08/20/07	06/04/08	Other/ Not Applicable	5000
Analyze student performance indicators from the Reading Department Instructional Focus Calendar to identify student weaknesses and provide additional re-teaching strategies to ensure success on the 2008 FCAT Reading Test.	Principal, Assistant Principals, Reading Instructional Leader, Reading Teachers	08/20/07	06/04/08	District-wide Literacy Plan	0
Enroll students performing at FCAT Level 1 and 2 in the ninth and tenth graders in an Intensive Reading course to improve reading skills achievement on the 2008 FCAT Reading Test.	Principal, Assistant Principals and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Provide enrichment opportunities for students in gifted, honors and advanced academic courses of ninth and tenth grade which will ensure success on the 2008 FCAT Reading Test.	Principal, Assistant Principals and Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Monitor progress of SPED students in inclusion classes to ensure student success on the 2008 Reading FCAT test.	Principal, Assistant Principals and SPED Instructional Leader	08/20/07	06/04/08	Inclusion of SWD	0
Implement the Reading Instructional Focus Calendar fully including the vocabulary component requiring bi-weekly assessments in an effort to re-teach deficient skills in order for students to achieve success on the 2008 Reading FCAT test.	Principal, Assistant Principals and Reading Instructional Leader.	08/20/07	06/04/08	Other/ Not Applicable	0
Implement fluency groups in the Intensive Reading classes every two weeks in order to assist students gain reading speed and be successful on the 2008 FCAT Reading Test.	Principal, Assistant Principal, Reading Teachers	08/20/07	06/04/08	District-wide Literacy Plan	0
Conduct differentiated instruction model in the Intensive Reading classes to assist struggling students in order to achieve success on the 2008 FCAT Reading test.	Principal, Assistant Principal, Reading Teachers	08/20/07	06/04/08	District-wide Literacy Plan	0
Use the Regional Center III Data Debriefing Protocols to analyze students data from the Interim Assessments in order to modify teaching methods that will ensure success on the 2008 administration of the Mathematics FCAT.	Principal, Assistant Principal, Reading Instructional Leader and Teachers	09/01/07	06/04/08	Other/ Not Applicable	0

## Research-Based Programs

1. Glencoe Literature Text
2. Read 180
3. Reading Plus
4. Reading Great Source Book-consumable
5. Jamestown Reader

## Professional Development

1. CRISS Training for new teachers
2. Reciprocal teaching strategies
3. In-house staff development Reading/Language Arts benchmarks
4. District sponsored professional development enhancing reading strategies for secondary schools.
5. In-house professional development on vocabulary, fluency and comprehension.
6. National Literacy Project school-wide through the Small Learning Community
7. Bi-weekly data analysis review of benchmarks

## Evaluation

1. Gates-MacGinitie
2. FCAT Explorer
3. Bi-monthly student progress monitoring by benchmark
4. Glencoe Diagnostic Assessments
5. 2008 FCAT Reading Test
6. District Interim Assessments in Reading
7. Reading Plus data reports for 11th grade students
8. Read 180 data reports
9. FORF Data

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Mathematics Statement**

Students will acquire the knowledge, skills and competencies needed to master mathematics.

**Needs Assessment**



# School Improvement Plan 2007-2008



A review of the data reveals that 59 percent of our ninth and 62 percent of the tenth grade students met high standards in mathematics according to the 2007 School Accountability Report. Additionally, 69 percent of our students made learning gains according to the results of the 2007 FCAT Mathematics Test, a increase of 7 percent as compared to the 2006 FCAT Mathematics Test.

The results of the average percent of FCAT content areas for grades nine and ten were analyzed to better identify areas of need. In grade nine, students showed an average of 50 percent in the area of Number Sense, 50 percent in the area of Algebraic Thinking, 50 percent in the area of Data Analysis. The percentages did not change from the 2006 FCAT Mathematics Test. Geometry showed an increase of 9 percent to 45 percent from 36 percent and Measurement showed a 14 percent increase, 57 percent from 43 percent on the 2007 FCAT Mathematics Test. The increase in Measurement and Geometry is attributed to the intensive study and review of the material. The data showed that during the 2006 FCAT Mathematics Test those areas were our weakness and so the work in those areas proved to be beneficial. Nevertheless, the other three cluster did not show improvement, instead they are flatlined. It should be noted that student results at our school are comparable to the district in all strands. The student results at our school are also comparable to the state's average in Number Sense, Measurement, Algebraic Thinking and Data Analysis, but lower in Geometry.

The tenth grade test results show an average of 45 percent in the area of Number Sense, a 10 percent decrease, 40 percent in Measurement, no increase or decrease, 46 percent in Data Analysis, decrease of 1 percent, 43 percent in Algebraic Thinking, decrease of 7 percent and 36 percent in the area of Geometry, same as 2006. Although there was a definite decrease in the percentages, 62 percent of the students did make learning gains in Mathematics. The school was able to show Adequate Yearly Progress in the area of mathematics with 62 percent of the population scoring at or above grade level.

When examining the disaggregated data on the Adequate Yearly Progress Report, it is evident that we surpassed the state's minimum of 56 percent scoring at or above grade level in two of the six subgroups. In particular, 61 percent of the Hispanic and 58 percent of the Economically Disadvantaged. The ELL students had a 45 percent proficiency and 54 percent of the Black students met proficiency and our SPED students showed a 4 percent increase from 2006. There are still 38 percent of students below grade level in Mathematics.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve by 5 percent in their mathematics skills on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SPED students in grades nine and ten will improve their mathematics skills as evidenced by 62 percent of students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement Model as the school wide improvement model to enhance instruction for the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Mathematics Instructional Leaders and Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Provide enrichment opportunities to students in gifted, honors and advanced academic courses to ensure success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Mathematics Instructional Leader and Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Recruit students to participate in the mathematics competitions through Mu Alpha Theta in order to stimulate cognitive thinking skills and ensure success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Mathematics Instructional Leader and Sponsors	08/20/07	06/04/08	Other/ Not Applicable	0
Provide SPED students in our Inclusion Model with additional support in order to ensure success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Inclusion Teachers, SPED Instructional Leader	08/20/07	06/04/08	Inclusion of SWD	0
Provide opportunities for all students, including eleventh/twelveth grade retakers and AYP subgroup students to attend the Saturday tutorial program for mathematics skill remediation to improve student achievement on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Mathematics Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	5000
Enroll FCAT Level 1 and 2 students at all grade levels in a regular mathematics class and intensive mathematics course to improve achievement on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/20/07	06/04/08	Other/ Not Applicable	0
Provide consumable resource materials and workbooks for all FCAT Level 1 and 2 students to use during the mathematics class period and/or as a home learning opportunity to ensure success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/20/07	06/04/08	Other/ Not Applicable	0
Implement District Scope and Sequence and department instructional focus calendar in Mathematics to ensure success on the 2008 FCAT Mathematics Test.	Principal, Assistant Principals, Mathematics Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Regional Center III Data Debriefing Protocols to analyze students data from the Interim Assessments in order to modify teaching methods that will ensure success on the 2008 administration of the Mathematics FCAT.	Principal, Assistant Principal, Mathematics Instructional Leader and Teachers	09/01/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

1. Cognitive Tutor
2. Glencoe Textbook
3. Prentice Hall Textbook

## **Professional Development**

1. Cognitive Tutor training
2. State Math conference
3. In-house staff development on FCAT item analysis
4. Departmental meetings to analyze and interpret data
5. National Literacy Project school-wide through the Small Learning Community

## **Evaluation**

1. Weekly teacher created student progress monitoring tests graded on Edusoft for subgroup breakdown
2. Cognitive Tutor computer results
3. Online practice test by Prentice Hall
4. Glencoe Series test
5. 2008 FCAT Mathematics Test
6. District Interim Assessments in Mathematics

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Writing Statement**

Students will acquire the knowledge, skills, and competencies needed to master writing.

### **Needs Assessment**

An overall review of the data reveals that 90 percent of the 10th grade students met the required state standards in writing, while 17 percent did not score 3.5 or higher. When specifically looking at the data identifying the types of writing prompts, 81 percent of the students scored 3.5 or higher on the persuasive writing prompt while 78 percent of students scored 3.5 or higher on the expository writing prompt. This indicates a need for additional practice in the area of expository writing including organization, the use of supporting details and conventions of the English language.

Interestingly, while the writing level did increase, the overall mean score was a 3.9. An examination of the disaggregated data on the Adequate Yearly Progress Report shows that all subgroups made Adequate Yearly Progress in the area of writing with the exception of ELL students, 72 percent of the ELL students had the 1 percent gain and 70 percent of the SPED students had the 1 percent gain in writing. The following are the percentages of the subgroups scoring a 3.5 or higher on the FCAT Writing: 89 percent of the Hispanic students, 91 percent of the Black students, 87 percent of the Economically Disadvantaged, and 70 percent of the SPED. The data reveals the importance of developing intervention strategies specific to the writing needs of the students in the subgroups. It will be necessary to intensify our writing skill instruction in order to meet the state writing standards and continue to make Adequate Yearly Progress.

In addition, the data also shows that 68 percent of the students in the tenth grade score a 4.0 on the essay portion of the FCAT Writing+. This is important to address since it is necessary for students to write beyond the 3.5 in order for the scores in writing to increase.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their skill proficiency in writing as evidenced by 90 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement Model as the school-wide improvement model to enhance instruction for student success on the 2008 FCAT Writing+.	Principal, Assistant Principals, Instructional Leaders and Teachers	08/20/07	06/04/08	Continuous Improvement Model	0
Instruct students in grades nine and ten in the rubric scoring process in order to assist with the revision process on the 2008 FCAT Writing+.	Principal, Assistant Principals, Language Arts Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Implement the school-wide writing action plan which includes the administration of monthly expository and persuasive writing prompts across all content areas to improve essay writing and raise student achievement on the 2008 FCAT Writing+.	Principal, Assistant Principals, Language Arts Instructional Leader and Content Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Incorporate into the school-wide essay writing plan instruction in writing revisions with a concentration on improving focus, organization and providing supporting details with conventions of the English language to improve the scores on the 2008 FCAT Writing+.	Principal, Assistant Principals, Language Arts Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Implement District Scope and Sequence and department instructional focus calendar in Language Arts that incorporates daily vocabulary and grammar activities to increase the writing level and ensure student success on the 2008 FCAT Writing+.	Principal, Assistant Principals, Language Arts Instructional Leader and Teacher	08/20/07	06/04/08	Other/ Not Applicable	0
Provide additional support to the SPED students in the Inclusion model in Language Arts in order to promote success on the 2008 FCAT Writes+.	Principal, Assistant Principals, SPED Instructional Leader and Language Arts Instructional Leader	08/20/07	06/04/08	Other/ Not Applicable	0
Provide enrichment opportunities to students in ninth and tenth grade gifted, honors and advanced academic courses to ensure success on the 2008 administration of the FCAT Writing+.	Principal, Assistant Principals, Language Arts Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

1. Glencoe Literature Writer's Choice
2. Language Network Textbook and Workbook (Grammar)

### Professional Development

1. In-house staff development on writing rubric for essay
2. Review of Miami Springs Senior High Writing Reading Action Plan
3. In-house professional development to the faculty on the reading clusters.
4. In-house professional development to the faculty on the development of vocabulary activities to use in the classroom.
5. National Literacy Project school-wide

### Evaluation

1. FCAT District writing pretest and post-test
2. Monthly writing assessments graded on Edusoft to disaggregate data
3. 2008 FCAT Writing+

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

Students will acquire the knowledge, skills and competencies necessary to meet proficiency on the 2008 administration of the Science FCAT.

**Needs Assessment**

A review of the data reveals that all the content scores for eleventh grade students are on or below 50 percent. Overall, Miami Springs Sr. High School's science proficiency is 25 percent. MSSH is 5 percent below the District. This comparison indicates a need for additional intensive instruction in all the science clusters, Physical and Chemical Sciences, Earth and Space Science, Life and Environmental Science and Scientific Thinking.

Further review of the data reveals no gain in the area of Physical and Chemical Science, a decrease of 5 percent in the area of Life and Environmental Science, and a 5 percent increase in the area of Earth and Space Science and a 7 percent decrease in Scientific Thinking.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement Model as the school wide improvement model to enhance instruction for the 2008 FCAT Science Test.	Principal, Assistant Principals, Science Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Provide all science teachers with additional in-service activities on the instruction of the science strands in order to improve classroom instruction for improved results on the 2008 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/20/07	06/04/08	Other/ Not Applicable	0
Administer a pre-test to all science students in order to assess weaknesses in each content area and develop appropriate intervention strategies to assure success on the 2008 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/20/07	06/04/08	Other/ Not Applicable	0
Implement the District Scope and Sequence and the school-wide instructional focus calendars for ninth, tenth and eleventh grade science classes to ensure compliance with Science Sunshine State Standards evaluated on the 2008 FCAT Science Test.	Principal, Assistant Principals, Science Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Provide SPED students in our Inclusion Model with additional support in order to ensure success on the 2008 Science FCAT.	Principal, Assistant Principals, Inclusion Teacher, SPED Instructional Leader	08/20/07	06/04/08	Inclusion of SWD	0
Provide enrichment opportunities to students in gifted, honors and advanced academic courses in grades nine through eleven to ensure success on the 2008 Science FCAT Test.	Principal, Assistant Principals, Science Instructional Leader and Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Assign lab duties to a science teacher in order to assist teachers in the science department with lab preparations to be conducted in their classrooms with students.	Principal, Assistant Principal, Science Instructional Leader, Teacher	08/20/07	06/04/08	Other/ Not Applicable	0
Incorporate scientific writing after laboratory experience in order for students to analyze and be able to identify the results of the experiment and to practice the writing process for success on the 2008 Science FCAT test.	Principal, Assistant Principal, Science Instructional Leader, Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Regional Center III Data Debriefing Protocols to analyze students data from the Interim Assessments in order to modify teaching methods that will ensure success on the 2008 administration of the Science FCAT.	Principal, Assistant Principal, Science Instructional Leader and Teacher	09/01/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

1. Holt
  - Earth Science (Regular)
  - Glencoe Science
  - Earth Science - Geology, the Environment and the Universe
2. Prentice Hall
  - Biology Florida Edition (Regular)
  - Biology Exploring Life Florida Edition (Honors)
3. Glencoe/Holt
  - Chemistry Matter & Change (Regular)
  - Modern Chemistry (Honors)
4. Glencoe
  - Physical Science with Earth Science

### **Professional Development**

1. In-house staff development for the science content clusters
2. District-wide workshop for science content areas
3. Staff Development on departmental review of Miami Springs Senior High School Science Instructional Focus Calendars with District Science benchmarks/strands in order to make modifications
4. In-house lab training of materials and resources

### **Evaluation**

1. Department generated Science pre-test
2. Subject area student progress monitoring test graded on Edusoft for subgroup breakdown
3. Teacher made Science Pre-Test/Post-Test
4. District Interim Assessment
5. 2008 FCAT Science Test

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

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

### **Parental Involvement Statement**

Parents will increase involvement and participation in school related events.

### **Needs Assessment**

Although a majority of the parents attend Open House and Ninth Grade Orientation, it has been difficult to get parents involved on a regular basis throughout the year. However, we have been aggressively making the attempt to recruit more parents to participate in the PTSA organization. PTSA membership for the 2006-2007 school year was 37 as compared to the 12 from the 2005-2006 school year. Efforts are being made not only to recruit members but to maintain active participation throughout the school year. Although there are parent volunteers for specific extra curricular activities (i.e. band), there is a need for parents to participate in student achievement by providing parental assistance and guidance at home.

In order to build a more personally enriching relationship between the school and the parents, the administration, faculty and staff of Miami Springs Senior High School will communicate with parents regularly about students' progress/student activities via email, school website, gradebook program, use of ConnectEd to contact parents for meetings and other information and parent conferences. Student services will continue to provide opportunities for parents and teachers to meet in conferences and discuss student achievement in a more personal manner.

In addition, The Parent Academy will be used to provide parents with various meetings, conferences and learning opportunities throughout the District that will allow for MSSH to promote their philosophy of student achievement.

### Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing PTSA membership during 2007-2008 and 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host an ELL and SPED Parent Orientation night to communicate with the parents of these special needs populations in order to comply with high school graduation requirements.	Principal, Assistant Principals, LEP/SWD Instructional Leader and Counselor	08/20/07	06/04/08	Other/ Not Applicable	0
Maintain a Parent Resource Center to provide information about the PTSA to parents in order to increase the membership of the PTSA.	Principal, Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Announce and personally invite parents to attend PTSA meetings in order to increase membership in the PTSA	Principal, Assistant Principals and PTSA President	08/20/07	06/04/08	Other/ Not Applicable	0
Promote the participation of parents in the EESAC in order to increase the communication between parents, school and community.	Principal, Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Promote participation in the District sponsored Parent Academy workshop.	Principal, Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Initiate a membership drive during the second grading period in order to increase membership in the PTSA.	Principal and Assistant Principals and PTSA President	08/20/07	06/04/08	Other/ Not Applicable	0
Host a ninth grade Orientation for parents to visit the school and learn about requirements and regulations of high school to assist their children with the transition from middle school.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Provide teachers with information on Parent Academy offerings across the District.

### Evaluation

1. Number of parents visiting the Parent Resource Center monthly as demonstrated by logs.
2. Number of parents involved in the PTSA as demonstrated by logs.
3. Number of teachers involved in the PTSA as demonstrated by logs.
4. Number of parents registered for Parent Academy inservices as demonstrated by 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### **Discipline & Safety Statement**

Students behavior will improve in school.

### **Needs Assessment**

An analysis of the COGNOS Suspension report indicates that during the 2006-2007 school year, of the 3,339 student population, 1,516 students received an outdoor suspension, or 45 percent. Scorecard data shows that the District target for outdoor suspension was 20.5 percent during the 2006-2007 school year. Suspension data also indicates that males are suspended at a higher rate than females.

Therefore, this data confirms that there is a need to implement and continue additional disciplinary action techniques in order to ensure that students are given the opportunity to stay in school versus not staying in school. This would then allow for a decrease in the number of suspension for the 2007-2008 school year.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement Model as the school wide improvement model to enhance student behavior during the 2007-2008 school year.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Develop a school-wide disciplinary action plan that encourages due process for all students.	Principal and Assistant Principals	08/20/07	06/04/08	Safe and High-quality Facilities	0
Students will be provided with Code of Student conduct information during grade level orientation.	Principal, Assistant Principals and Student Services Department members	08/20/07	06/04/08	Other/ Not Applicable	0
Provide students the opportunity to meet with counselors for mediation before and/or after disciplinary action.	Principal, Assistant Principals and Student Services Department members	08/20/07	06/04/08	Other/ Not Applicable	0
Implementation of Saturday School, After school detention, and peer mediation in order to provide students with more opportunities to stay in school and resolve discipline issues.	Principal, Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	5000
Monitor COGNOS daily to ensure that students referrals for disciplinary action are decreasing.	Principal, Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Implement the District's Secondary School's Alternative to Suspension Program.	Principal, Assistant Principal, Student Services Personnel	09/01/07	06/04/08	Secondary School Reform	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Referral Training/Code of Student Conduct Training
2. Bullying/Child Abuse Identification

### Evaluation

1. Bi-weekly review of the COGNOS report

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

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

### Technology Statement

Students and parents will increase their use of the Miami Springs Senior High School website.

### Needs Assessment

Miami Springs Senior High School recognizes the need for increase in parent communication. Therefore, the school will implement an aggressive attempt to inform parents of activities, academic information and teacher resources on the school website. In addition, a monthly calendar will be posted and the Reading, Language Arts, Mathematics, Science and Social Studies Focus Calendars will be posted on the school website.

During the ninth grade orientation in August, 2007, approximately 400 parents attended. Many of the parents are aware the school website provides important academic, athletic and activities information. The parents may email teachers, links to the Gradebook, review upcoming events the school may offer including The Parent Academy courses and link to the District website for further references and resources. Due to the popularity of the electronic Gradebook, Miami Springs Senior High School updates the website on a regular basis, provided the Summer Reading List for students, Opening of School information and will continue to provide quality information for our students.

### Measurable Objective

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by 1 percent monthly during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the website bi-weekly to ensure the information is up to date and to ensure parents are receiving timely information during the 2007-2008 school year.	Principal, Assistant Principals and Technology Coordinator	08/20/07	06/04/08	Other/ Not Applicable	0
Encourage faculty members to invite students and parents to communicate with them via the website during the 2007-2008 school year.	Principal, Assistant Principals and Instructional Leaders	08/20/07	06/04/08	Other/ Not Applicable	0
Announce daily to the students the availability of the school website in order to increase the use of the site by students and their parents.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Translate areas of the website which are most informational for our bilingual parents.	Principal, Assistant Principals and Technology Coordinator	08/20/07	06/04/08	Other/ Not Applicable	0
Monitor the number of times the school website is visited during the 2007-2008 school year.	Principal, Assistant Principals and Technology Coordinator	08/20/07	06/04/08	Other/ Not Applicable	0
Organize a Technology Committee that will meet and address technology concerns of the teachers, students parents.	Principal, Assistant Principals and Technology Coordinator	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

1. In-house training on the use of the school website.
2. Familiarize teachers with informational links available to parents.
3. Provide Gradebook instruction to new teachers to the building and to the profession.

### Evaluation

1. Number of total hits (visits) to the Miami Springs Senior High School website during the 2007-2008 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### **Health & Physical Fitness Statement**

Students will acquire the knowledge, skills and competencies needed to become physically fit and healthy.

### **Needs Assessment**

Miami Springs Senior High School has a commitment to academics and to the physical fitness of students. Research shows that students with healthy lifestyles do better academically and develop skills and practices that enhance their adulthood. Miami Springs Senior High School recognizes that health and physical fitness should be for life.

An analysis of the data shows that at Miami Springs Sr. High School, 19 percent of the students were able to complete and surpass the standards set by the FITNESSGRAM program, a 2 percent increase from 2006. This is a comprehensive fitness assessment and reporting program to develop behavioral components which will contribute to the well-being of the student. Miami Springs Sr High School's commitment is to promote appropriate physical activity rather than just focusing on the testing. This program emphasizes a wide variety of physical activities to develop and maintain appropriate levels of physical fitness.

FITNESSGRAM is designed to evaluate and educate youth about their physical fitness. This is done through a variety of physical tests. During the 2007 school year, 1306 students (41 percent) in grades nine through twelve were physically assessed using the FITNESSGRAM. Based on the degree of difficulty and completion of the individual physical test, 87 students received "Gold" awards in 2007 and 157 students received "Silver" awards in 2007.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through twelve will improve their running skills as evidenced by 25 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM test as compared to 19 percent during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement Model as the school wide improvement model to enhance physical fitness and health of students during the 2007-2008 school year.	Principal, Assistant Principals, Physical Education Instructional Leader and Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Monitor student mile run results bi-weekly and make adjustments to ensure success on the 2007-2008 FitnessGram mile run test.	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Implement a personalized dietary program with an exercise routine that will allow students to eat healthy and achieve a positive result on body fat composition on the 2007-2008 FitnessGram test.	Principal, Assistant Principals and Physical Education Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Provide students with the opportunity to participate in and compare three aerobic activities designed to promote cardio-respiratory fitness to ensure endurance during the mile run on the 2007-2008 FitnessGram test.	Principal, Assistant Principal and Physical Education Teachers	08/20/07	06/04/08	Other/ Not Applicable	0
Identify the role of good nutrition in order to achieve a high level of physical fitness which will ensure success on the 2007-2008 FitnessGram mile run test.	Principal, Assistant Principal and Physical Education Teachers	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

1. 2007-2008 FITNESSGRAM Test

### Professional Development

Not Applicable

### Evaluation

1. Bi-weekly student monitoring assessment
2. 2007-2008 FITNESSGRAM Test

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

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

### **Electives & Special Areas Statement**

The Academy of Hospitality and Tourism will meet its enrollment capacity for the 2007-2008 school year.

### ***Needs Assessment***

Miami Springs Senior High School houses the Academy of Hospitality and Tourism program. The curriculum of the program has been developed in collaboration with industry associations, higher education and the National Academy Foundation network to produce a superior program which will meet and exceed high education standards. This is a rigorous academic college preparatory program, and it is the intent of Miami Springs Senior High School to increase student participation in the Academy. The enrollment for the 2007-2008 school year is 157, an increase of 15 students from 2006-2007. It is the intent of the school to increase the number of students in the program to 200, full capacity, for the 2007-2008 school year.

However, transportation is a problem for the students traveling from other areas of the county and will, therefore, make it difficult for the enrollment to reach its target. We are working with the District to alleviate this concern.

### Measurable Objective

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by 10 percent during 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a referral system of qualified applicants from the middle school through the career specialist and counselors in order to increase the number of students eligible for the program during the 2007-2008 school year.	Principal, Assistant Principals and Lead Magnet Teacher	08/20/07	06/04/08	Other/ Not Applicable	0
Participate in the District Magnet Fair supplying applications, curriculum information and brochures to potential candidates for the 2007-2008 school year.	Principal, Assistant Principals and Lead Magnet Teacher	03/01/08	06/04/08	Other/ Not Applicable	0
Identify potential students from within Miami Springs Senior High School and provide them with the opportunity to participate in the Academy for the 2007-2008 school year.	Principal, Assistant Principals and Lead Magnet Teacher	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Continuous Improvement Model as the school wide improvement model to enhance recruitment for the Academy of Hospitality and Tourism during the 2007-2008 school year.	Principal, Assistant Principals and Magnet Lead Teacher	08/20/07	06/04/08	Other/ Not Applicable	0
Visit Miami Springs Middle School and Henry H. Filer Middle School in addition to out of area schools, Charles Drew Middle School, Ruben Dario Middle, and Kinloch Park Middle to provide articulation information to eighth grade students who are potential students for the Academy.	Principal, Assistant Principals and Lead Magnet Teacher	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

1.The 2007-2008 school year acceptance rate for the Academy of Hospitality and Tourism.

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

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

**Return On Investment Statement**

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

**Needs Assessment**

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Miami Springs Senior High School ranked at the 90th percentile on the State of Florida Return on Investment (ROI) index. There is a need at Miami Springs Senior High School to demonstrate efforts in the improvement of students performance in a more fiscally responsible manner.

### Measurable Objective

Miami Springs Senior High School Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	08/20/07	06/04/08	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals and Instructional Leaders	08/20/07	06/04/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants and volunteer networks.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principals and Career Specialist	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Continuous Improvement Model as the school wide improvement model to enhance the ROI index of the school from the 90th percentile to the 95th percentile.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Miami Springs Senior High School will show a 1 percent increase toward the 95th percentile.

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

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

### **Graduation (High Schools Only) Statement**

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

### **Needs Assessment**

An analysis of the data shows that 73 percent of senior students received a graduation diploma from Miami Springs Senior High School. This is an increase of 9 percent from 2006-2007. Nevertheless, there is a need to increase the number of students that will graduate and receive a diploma from Miami Springs Sr. High School.

### Measurable Objective

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a 1 percent increase in the graduation rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student progress through the use of progress reports and teacher grades.	Student Services Department Chairperson, Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Invite parents to participate in teacher/parent conferences to determine interventions for students that are not achieving the academic standards necessary for graduation.	Principal, Student Services Department and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Provide students with tutorial assistance to ensure the opportunity to exceed in academic classes and pass the FCAT examinations.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	16000
Introduce students to the student services department and allow them the opportunity to meet yearly to review students credits and make adjustments to schedules.	Principal, Assistant Principals and Student Services Department Chairperson	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Continuous Improvement Model as the school wide improvement model to increase the number of regular diplomas given to students for graduation.	Principal and Assistant Principals	08/20/07	06/04/08	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principals, Instructional Leaders, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Provide students in the ninth grade with an orientation on the requirements for graduation.	Principal, Assistant Principals and Student Services Department	08/20/07	06/04/08	Other/ Not Applicable	0
Implement study and organizational skills through the Small Learning Community teams that will assist students during the high school education.	Principal, Assistant Principal, SLC Coordinator and Team Leaders.	08/20/07	06/04/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Provide teachers professional development on the incorporation of reading strategies and vocabulary enhancement in content areas in order to assist students with reading in both state and national examinations.

### Evaluation

1. 2007-2008 graduation rate

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

**Budget:**

EESAC recommended using funds for after school tutoring in order to assist the performance of the 11th and 12th grade retaker students.

**Training:**

EESAC recommended professional development activities for teachers in the areas of reading, writing, mathematics and science.

**Instructional Materials:**

EESAC provided assistance in the assessment of FCAT materials.

**Technology:**

EESAC parents reminded and stressed to the parents in the community to use the school website.

**Staffing:**

EESAC recommended supplemental funding to be used in the areas of reading, mathematics and science.

**Student Support Services:**

EESAC worked closely with Student Services to monitor student achievement.

**Other Matters of Resource Allocation:**

EESAC monitored the School Improvement Plan and its progress.

**Benchmarking:**

EESAC recommended emphasis in reading, writing, mathematics and science during the 2007-2008 school year.

**School Safety & Discipline:**

EESAC continued to support and recommended new programs for safety and discipline.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	5000
Mathematics	5000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	5000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	16000
<b>Total</b>	<b>31000</b>



# School Improvement Plan 2007-2008



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*