

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 7011 - American Senior High School

*FeederPattern:* American Senior

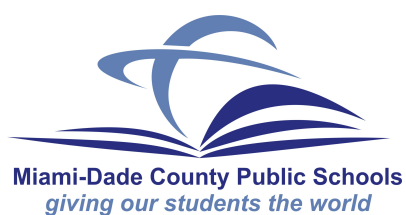
*Region:* Regional Center I

*District:* 13 - Miami-Dade

*Principal:* Louis Algaze

*Adult/Vocational  
Principal:* Alan Bashaw

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *American Senior High School*

---

American High School (AHS) opened its doors in 1976 on a 30-acre parcel of land located at 18350 N.W. 67th Avenue in unincorporated Miami-Dade County, west of Carol City and north of the Town of Miami Lakes. AHS is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools, the Local Educational Agency (LEA). The school is located in a residential community, near two major thoroughfares and several retail shopping centers. Within the last calendar year, six additional classrooms have been added on the south side of the building, and complete renovation of science laboratories/classrooms has taken place.

In 2004, the second year in which the school received a school performance grade of "D," school stakeholders began to look more closely at the need for radical paradigm shifts in the school's direction. Motivated by this task, data was collected to determine the extent of student achievement and customer satisfaction at AHS.

A detailed look at the present and future requirements of national and state educational reform initiatives such as the No Child Left Behind Act (NCLB), and the governor's Just Read, Florida! further illustrated to AHS stakeholders the need for significant change measures that would improve students' academic achievement.

AHS, through collaboration of the administration, faculty, staff, students, parents and the community decided to pursue a Comprehensive School Reform (CSR) process we titled "The American Revolution." Encompassed in this school-wide reform is the support and resources found within the Continuous Improvement Model (CIM) adopted by the LEA in its efforts to reform low performing schools throughout the school district within the "School Improvement Zone."

Other reform efforts such as inclusion and the school's move toward smaller learning communities only serve to enhance the CSR initiative. Over the past two years, AHS has been moving steadily toward expanding the number of ESE students included in the general curriculum. During 2004 a total of approximately 40 ESE students received math and science instruction with their general education peers in four general curriculum classrooms. In 2005, that number is expected to increase to more than 50 students and expand to include social studies and language arts classes. The school's participation in a small learning communities grant commenced in 2004-05. These funds allowed five teachers to participate in professional conferences related to the creation of small career oriented academies at AHS. This served to supplement the efforts of the CSR to individualize instruction based on students needs and interests.

Throughout the 2004-2005 school year, the reading specialist provided in-services in the areas of benchmarking, focus calendars, reading strategies, and the use of assessment tools to all faculty members across the curriculum. The Tech-mentor program offered five day-long technology in-services to 12 faculty members during the 2004-2005 school year. During the first week of June 2005, 42 AHS teachers participated in professional development in-services focused on the elements of the CIM model and how those concepts can be infused into the curriculum using technology. Two after school in-service sessions on use of technology, facilitated by the Micro-systems Tech, were provided to approximately 40 faculty members. Additionally, two week-long workshops (facilitated by the Reading Specialist, the Micro-systems Tech, and the Tech-mentor) concentrating on CIM principles and elements and the integration of technology in the classroom, were provided to our faculty members during the summer of 2005.

All school stakeholders have, and will continue to be involved in the planning, implementation and evaluation of the American Revolution.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 52 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, African American ninth and tenth grade students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 87 percent of the students achieving high standards on the 2006 administration of the FCAT--Writing.

Given instruction based on the Sunshine Sate Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score on the 2006 administration of the FCAT--Science.

Given school-wide attention to an increase in parental involvement, AHS will increase membership of the AHS chapter of the PTSA by five percent during the 2005-06 school year as measured by the membership roster.

Given school-wide attention to programs emphasizing school safety, American High School will decrease the number of violent incidents by five percent during the 2005-2006 school year as reported by the State of Florida when compared to the previous year.

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program during the 2005-2006 school year.

Through the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 64 percent of students attaining award status as measured by the 2006 administration of the FITNESSGRAM test program.

Given the benefits of students participating in advanced academic programs, the number of students enrolled in an advanced academic class will increase by two percent during the 2005-2006 school year as compared to the 2004-2005 school year.

American High School will improve its ranking on the State of Florida ROI index publication from the 40th percentile in 2003 to the 43rd percentile on the next publication of the index.

Given school-wide emphasis on the importance of education, American High School will increase the graduation rate from 59 percent in 2004 to 60 percent in 2005.

The results of the Office of Performance Improvement Survey (OPIS) indicate that the organization has room for improvement in the areas Process Management and Strategic Planning. A more specific analysis indicates that the organization should address how it disseminates to its employees information regarding financial status and strategic planning. Efforts are being made to by school leaders to open new avenues of communication regarding these perceived deficiencies.

# 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.

## **American Senior High School**

### VISION

American, educating for success.

### MISSION

The mission of American High School/American Adult Community Education Center is to provide the opportunity for all students to become competitive, productive, socially conscious members of society.

## CORE VALUES

All students should be afforded the opportunity to receive a quality education.

Teachers and students are partners in the learning process, which requires self-discipline and continues throughout life.

The goal of learning is to provide students the opportunity to be competitive in an ever-changing global community.

The process of education should address academics, career pathways, and character development.

A safe, clean and secure environment allows for effective teaching and learning.

Our school will foster a respect for all cultures.

Business and community partnerships are essential in meeting the needs of our students.

## *School Demographics*

---

AHS serves approximately 2875 students, in grades 9 through 12, from the surrounding neighborhood, including standard curriculum students (78%), Exceptional Student Education (ESE) students (14.6%), and English for Speakers of Other Languages (ESOL) students (7.4%). Approximately, 45 percent of the school's student population receives free or reduced meals. However, it is well known that a larger number of high school students who would normally qualify for free and reduced meals fail to apply due to the perceived stigma associated with the program. It is the school's belief that larger portions of our student body actually live in a lower socio-economic community than published statistics indicate.

The ethnic breakdown of the American High School faculty 38% of the faculty is White, 36 % is Black and 31%. Sixty-nine of the teachers are male and 75 are female. The average years of teaching in the state of Florida is 12. The percent of teachers new to American High School this school year is 20.7. The percentage of beginning teachers is 12.8. Forty-eight percent of the instructional staff have advanced degrees.

The ethnic/racial makeup of the student population is 60% Hispanic, 32% Black Non-Hispanic, 6% White Non-Hispanic, and 2% Asian/Indian Multiracial. Over 60 percent of the students attending the school are transported to our school by the District. Our student mobility rate exceeds 30 percent. From 1999 through 2002 AHS received a school grade of "C." The school received a School Performance Grade of "D" in 2003 and 2004, but went up to a "C" in 2005.

In 2004, AHS made Adequate Yearly Progress (AYP) as determined by the Florida Department of Education (FLDOE) in percentage of students tested, math and increased graduation rate by one percent. The school's AYP status improved in 2005 when compared to 2004 as evidenced by meeting the writing proficiency criteria and increasing the percent of criteria met from 53 percent to 63 percent.



# *School Foundation*

---

## ***Leadership:***

In the area of Leadership, the Office of Performance Improvement Survey revealed that while most staff members are aware of and share the mission and vision of AHS, and feel it is a positive working environment, some employees do not feel that they are involved in the day-to-day operation of the school.

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

Results of the OPIS indicated that staff members overall agree that AHS involves its employees in the development of school goals. Staff members also agreed that the organization's plans will affect them and their work.

## ***Stakeholder Engagement:***

Overwhelmingly, the OPIS survey indicated that staff at AHS know who their most important customer is and keep in contact with them. Most staff members agree that they are made aware of customer needs and wants directly by the customer and ask for feedback regarding customer satisfaction.

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

Most staff members agree they are able to make changes that will improve their work and that AHS is a safe workplace. Most agree that staff members cooperate and work as a team and their supervisors are caring and encourage professional growth.

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

Most staff members felt that they know how to measure and analyze the quality of their work to see if changes are needed. Most staff members feel they use these analyses for making decisions about their work and receive the information they need to know about how AHS is doing.

## ***Education Design:***

Most of the staff surveyed agreed that AHS has an effective process management system. Most agree they have control over their work, almost a third surveyed did not indicate that they collect data about the quality of their work.

## ***Performance Results:***

Most staff members feel their work products meet all requirements for high quality and excellence and meet with customer satisfaction. Most employees are satisfied with their job and feel that AHS obeys laws and regulations.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Students will show greater levels of achievement on the reading section of the 2006 Florida Comprehensive Assessment Test.

### ***Needs Assessment***

Results from the 2005 administration of the Florida Comprehensive Assessment Test (FCAT) indicated that students at American High School did not meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001. According to the test results, 20 percent of ninth and tenth grade students are reading at or about grade level. This falls short of the 37 percent minimum requirement for AYP for all ninth and tenth grade students as well as the subgroups identified by NCLB.

The disaggregated data indicated that 29 percent of White students scored at Level 3 or above. This is a five percentage point decrease compared to the 2004 results. African American results decreased slightly from 15 percent in 2004 to 14 percent in 2005 scoring at or above level 3. Twenty-two percent of Hispanic students scored at Level 3 or above, which represents a two percentage point increase from the 2004 results, but still falls short of the 37 percent minimum for AYP. Additional subgroups included Limited English Proficient (LEP), for which 6 percent scored at Level 3 or above, and Economically Disadvantaged for which 15 percent scored at Level 3 or above.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 44 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Reading.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for the infusion of technology-based interventions in reading as budgetary constraints allow.	Principal, Assistant Principal of Curriculum, Tech-Mentor	8/8/05	5/24/06
Assess students quarterly using the Oral Reading Fluency Measure (ORF).	Assistant Principal of Curriculum, Reading Specialist, Reading Teachers	8/8/05	5/24/06
Implement the State and District Comprehensive Reading Plan across the curriculum, including independent and supervised reading activities.	Assistant Principal of Curriculum, Language Arts, Department Chair, Reading Chair, Language Arts Teachers.	8/8/05	5/24/06
Provide intensive instruction for students scoring	Assistant Principal of Curriculum,	8/8/05	5/24/06

in the lowest quartile of the FCAT--Reading including, each subgroup identified in the NCLB requirements.	Language Arts, Department Chair, Reading Chair, Language Arts Teachers.		
Retain a micro-systems technician as part of a comprehensive school reform initiative, As funds become available.	Principal, Assistant Principal of Curriculum, Tech-mentor	8/08/05	5/24/06
Retain a reading specialist as part of a comprehensive school reform initiative.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair	8/8/05	5/24/06
Assess students not making adequate yearly progress in fluency using a Diagnostic Assessment of Reading (DAR).	Assistant Principal of Curriculum, Language Arts Department Chair, Reading Specialist	8/8/05	5/24/06
Increase the number of CIM professional development opportunities that will, increase the number of teachers trained in CIM strategies, not impact teachers' classroom time, and focus on critical thinking skills and individual department/teacher/student needs.	Assistant Principal of Curriculum, Language Arts Department Chair, Reading Specialist, Language Arts Teachers	8/8/05	5/24/05
Maintain and support tutoring programs offered after school and Saturday designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Reading benchmarks to be monitored quarterly using school-developed assessments.	Principal, Assistant Principal of Curriculum, English Teachers.	8/8/05	5/24/05

## Research-Based Programs

Holt, Rinehart and Winston textbooks and resources and the Read 180 computer program.

## Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. CIM strategies and concepts
5. Use of technology
6. CRISS Strategies

## **Evaluation**

The objective will be evaluated by scores of the 2006 FCAT--Reading. Student fluency will be assessed quarterly using the Oral Reading Fluency Measure (ORF). Students not making adequate progress in fluency will be assessed using a Diagnostic Assessment of Reading (DAR).

Students' reading levels will be assessed by quarterly diagnostic tests designed to measure student attainment of SSS Reading benchmarks. Adequate progress will be deemed to have been achieved if students increase their reading skills as evidenced by increased learning gains and a larger percentage of students meeting high standards on the 2006 FCAT--Reading.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Students will show greater levels of achievement on the mathematics section of the 2006 Florida Comprehensive Assessment Test (FCAT).

### **Needs Assessment**

Results from the 2005 administration of the Florida Comprehensive Assessment Test (FCAT) indicated that students at American High School met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001 in mathematics with 47 percent of students scoring at or above a level 3.

Ninth grade results yielded that 43% of ninth grade students met high standards, a ten percentage point increase from the 2004 results. Forty-nine percent of tenth grade students met high standards, a five percentage point increase from the 2004 results.

A look at the disaggregated data indicate an increase of at least nine percentage points for African-American, Hispanic and Economically Disadvantaged students when compared to the 2004 results.

While these results indicate an overall gain in performance when compared to the previous year, ninth and tenth grade students are still performing below state and District standards.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 52 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, African American ninth and tenth grade students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities will increase their mathematics skills as evidenced by 50 percent of students scoring at a level 3 or higher on the 2006 administration of the FCAT-- Mathematics.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to revise the mathematics curriculum to increase student success in Algebra.	Assistant Principal of Curriculum, Mathematics Department Chair	8/8/05	5/24/06
Initiate a Saturday school tutoring program to provide additional/intensive instruction in mathematics.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics teachers	10/15/05	5/24/06
Provide intensive instruction for students scoring in the lowest quartile on the FCAT Mathematics Test, including subgroups identified in the NCLB requirements.	Assistant Principal of Curriculum, Mathematics Department Chair	8/8/05	5/24/06
Retain a micro-systems technician as part of a comprehensive school reform initiative.	Principal, Assistant Principal of Curriculum, Tech-Mentor	8/8/05	5/24/06
Increase the number of CIM professional development opportunities that will, increase the number of teachers trained in CIM strategies, not impact teachers' classroom time, and focus on critical thinking skills and individual department/teacher/student needs.	Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers.	8/8/05	5/24/06
Maintain and support tutoring programs offered	Principal, Assistant Principal of	8/8/05	5/24/06

<p>after school and Saturday designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Mathematics benchmarks to be assessed quarterly.</p>	<p>Curriculum, Mathematics Department Chair, Mu Alpha Theta Sponsor</p>	
---	---	--

## **Research-Based Programs**

Glencoe Mathematics textbooks and resources, FCAT Explorer and RiverDeep

## **Professional Development**

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. The use of Glencoe resources
6. the use of technology

## **Evaluation**

The objective will be evaluated by the results of the 2006 FCAT-- Mathematics. Students' mathematics levels will be assessed by quarterly administrations of a diagnostic tests designed to measure student attainment of SSS Mathematic benchmarks. Adequate progress will be deemed to have been achieved if students increase their mathematics skills as evidenced by increased learning gains and a larger percentage of students meeting high standards on the 2006 FCAT--Mathematics.

### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Students will show greater levels of achievement on the writing section of the 2006 Florida Comprehensive Assessment Test.

**Needs Assessment**

Data from the 2005 administration of the FCAT--Writing Assessment indicated that 86 percent of tenth grade students met state required mastery level of 3.5 and above. Analysis of the 2005 FCAT--Writing Assessment showed that students need continued opportunities to practice persuasive and expository writing.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 87 percent of the students achieving high standards on the 2006 administration of the FCAT--Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer formative and summative writing assessments and adjust instruction for ninth and tenth grade students based on assessment results.	Assistant Principal of Curriculum, Language Arts teachers	8/8/05	5/24/06
Increase the number of CIM professional development opportunities that will, increase the number of teachers trained in CIM strategies, not impact teachers' classroom time, and focus on individual department/teacher/student needs.	Assistant Principal of Curriculum, Language Arts Teachers	8/8/05	5/24/06
Include an FCAT- style writing prompt on midterms and final exams.	Assistant Principal of Curriculum, Department Chairs	8/8/05	5/24/06
Provide opportunities for the infusion of technology-based interventions in writing, as budgetary constraints allow.	Principal, Assistant Principal of Curriculum, Tech-Mentor	8/8/05	5/24/06
Provide professional development workshops all content area teachers, to help them incorporate writing more effectively within their own discipline.	Assistant Principal of Curriculum, Language Arts Chair	8/8/05	5/24/06
Provide the state required rubric for the FCAT--Writing to all ninth and tenth grade students and model examples of good writing for emulation.	Assistant Principal of Curriculum, English Department Chair, 9th and 10th grade Language Art teachers	8/8/05	5/24/06

### Research-Based Programs

The effective writing component of the Comprehensive Reading Plan (CRP).

## **Professional Development**

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. Use of technology
6. Creating Independence through Student-owned Strategies (CRISS)

## **Evaluation**

The evaluation component will include the 2006 FCAT--Writing as the final evaluation. Student achievement will be monitored through the use of quarterly assessments and writing portfolios.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students will show greater levels of achievement on the science section of the 2006 Florida Comprehensive Assessment Test (FCAT).

### ***Needs Assessment***

Analysis of data derived from the 2005 administration of the FCAT--Science indicates that, on average, students performed two points below the District mean scale score of 275. While meeting the District average in each of the content areas tested, student performance indicates a need for improvement in Life and Environmental Sciences as well Physical & Chemical science content areas.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score on the 2006 administration of the FCAT--Science.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the use of science laboratory activities developed by the department to increase critical thinking skills.	Science Department Chair, Science Teachers	8/8/05	5/24/06
Encourage student participation in Science Fairs and competitions.	Science Department Chair, Science Department Teachers	8/8/05	5/24/06
Maintain and support tutoring programs.	Assistant Principal of Curriculum, National Honor Society sponsor	8/8/05	5/24/06
Establish and maintain vertical teaming avenues for teachers within the feeder pattern to facilitate communication and the exchange ideas.	Assistant Principal of Curriculum, Science Department Chair, Science teachers	8/8/05	5/24/06
Implement a Biomedical Academy to expand student School-to-Career choices.	Principal, Assistant Principal of Curriculum, Biomedical Academy Lead Teacher, Academy teachers	8/8/05	5/24/06
Maintain partnerships with feeder pattern elementary schools which will allow advanced science students to help elementary school students.	Assistant Principal of Curriculum, Science Department Chair	8/8/05	5/24/06
Establish, implement and monitor a scope and sequence for each Science course offered.	Assistant Principal of Curriculum, Science Department Chair, Science Department teachers	8/8/05	5/24/06

## Research-Based Programs

Glencoe and Addison-Wesley textbooks and resources, RiverDeep and FCAT simulation for Science

## **Professional Development**

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. CIM strategies and concepts
5. Use of technology
6. CRISS Strategies

## **Evaluation**

The objective will be evaluated by scores of the 2006 FCAT--Science. Students' science levels will be assessed by quarterly administrations of a diagnostic FCAT practice assessment. Adequate progress will be deemed to have been achieved if students' increase in the mean scale score meets or exceeds the District mean scale score as documented by the 2006 FCAT--Science.



## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

There will be an increase in parental involvement.

### ***Needs Assessment***

In the past school year, the administration has endeavored to make information about school programs and policies more available to parents. Open House, Freshmen Orientation and Grade Level parent nights have been created to disseminate information, showcase special programs and make the administration and staff more accessible to parents. Unfortunately, despite all of these efforts, parental attendance at school functions and PTSA meetings remains low. The PTSA has made it a priority to concentrate on recruitment efforts to help increase parental involvement at AHS.

## Measurable Objective

Given school-wide attention to an increase in parental involvement, AHS will increase membership of the AHS chapter of the PTSA by five percent during the 2005-06 school year as measured by the membership roster.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a freshmen orientation prior to the opening of the school year to acclimate incoming freshmen and their parents with the school's facilities, services, programs being offered and organizations such as the PTSA.	Principal, Administrative Team, Leadership Team	8/1/05	8/1/05
Utilize a software program to call the house of each student inviting parents to EESAC and PTSA meetings, as well as events during the school year.	Assistant Principal of Curriculum	8/8/05	5/24/06
Offer a parent night for each grade level to disseminate information to parents and guardians regarding school programs, policies and opportunities for communication with school personnel.	Principal, Assistant Principal of Curriculum, Leadership Team	8/8/05	5/24/06
Administer and review opinion surveys such as the School Climate to identify potential areas of improvement in parental participation.	Principal, Assistant Principal of Curriculum	8/8/05	5/24/06
Review customer satisfaction surveys to assess parental/family perceptions of education-related needs and the school's response to them.	Principal, Assistant Principal of Curriculum	8/8/05	5/24/06
Post signs and set up a PTSA drop box in the main office for new applicants to drop off membership applications and dues.	PTSA President	8/8/05	5/24/06
Encourage faculty and staff to join the PTSA by sponsoring a faculty and staff appreciation breakfast.	Principal, PTSA President	8/8/05	5/24/06

## **Research-Based Programs**

The Miami Dade Public Schools has incorporated a parent academy for the 2005-2006 school year.

[www.theparentacademy.dadeschools.net](http://www.theparentacademy.dadeschools.net)

The Florida PTSA

[www.floridapta.org](http://www.floridapta.org)

The Dade County PTSA

[www.pta.org](http://www.pta.org)

All of these research based programs express the beliefs in the importance of parental involvement.

## **Professional Development**

District and school sponsored parent workshops in the areas of FCAT, Career Academies and College entrance procedures.

## **Evaluation**

Adequate progress will be deemed to have been achieved if membership of the AHS chapter of the PTSA for the 2005-06 school year is increased by five percent when compared to the 2004-05 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

American High will reduce the number of violent incidents.

### ***Needs Assessment***

Violent incidents have increased steadily at American from 247 during the 2000-01 school year to 287 during the 2003-04 school year.

## Measurable Objective

Given school-wide attention to programs emphasizing school safety, American High School will decrease the number of violent incidents by five percent during the 2005-2006 school year as reported by the State of Florida when compared to the previous year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase frequency of hall sweeps to reduce truancy.	Principal, Assistant Principals and Security personnel	8/8/05	5/24/06
Explore the possibility of hiring more security personnel.	Principal, Assistant Principal	8/8/05	5/24/06
Explore the possibility of purchasing more camera equipment to deter unauthorized access to campus.	Principal and Assistant Principal	8/8/05	5/24/06
Modify and improve the current school Crisis Intervention Plan.	Principal, Assistant Principal	8/8/05	5/24/06
Provide professional development to the entire faculty and staff on Crisis Management, and behavior management techniques.	Principal, Assistant Principal, Behavior Management Teacher	8/8/05	5/24/06

## Research-Based Programs

Comprehensive Improvement Model

## Professional Development

Professional Development opportunities will be provided in the following areas:

1. Behavior Management
2. Identification of crisis behaviors
3. Deescalation of violent behavior
4. Professional development in safe crisis management

## Evaluation

On the next State of Florida violent incident report, American High School will show progress toward reducing the number of incidents.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

American High School will increase its use of technology.

### ***Needs Assessment***

Much of the time that was allotted for instruction was instead devoted to increasing amounts of paperwork by teachers.

## Measurable Objective

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Designate a gradebook manager to serve as the school site liason for the teachers and the Pinnacle software company.	Principal, Gradebook manager	8/8/05	5/24/06
Conduct on-going professional development opportunities for teachers in the use of Pinnacle software.	Assistant Principal of Curriculum, Gradebook manager	8/08/05	5/24/06
Relocate existing computers to instructional staff.	Assistant Principal of Curriculum, Computer Specialist, Micro-systems Technician	8/08/05	5/24/06
Survey and wire classrooms without internet access as funds become available.	Principal, Computer Specialist, Mic- systems Technician	8/8/05	5/24/06
Retain a micro-systems technician, as funds become available, as part of a comprehensive school.	Principal, Assistant Principal of Curriculum, Tech-Mentor, Computer Specialist	8/08/05	5/24/06

### Research-Based Programs

Pinnacle grade book software

### Professional Development

Professional development in the use of Pinnacle Gradebook software

### Evaluation

Adequate progress will be deemed by 100 percent of grades being reported electronically.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

Students will adopt a healthier and more physically active lifestyle.

### **Needs Assessment**

To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.



## Measurable Objective

Through the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 64 percent of students attaining award status as measured by the 2006 administration of the FITNESSGRAM test program.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FITNESSGRAM to administer a pre-test to determine baseline measures.	Principal, Assistant Principals, Physical Education Department Chair, Physical Education teachers	8/8/05	5/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principals, Physical Education Department Chair	8/8/05	5/24/06
Develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated.	Principal, Assistant Principal of Curriculum, Physical Education Department Chair	8/8/05	5/24/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principals	8/8/05	5/24/06
Have students participate regularly in physical activity.	Principal, Assistant Principals, Physical Education teachers	8/8/05	5/24/06
Develop an action plan to insure input from the department to meet the goals and objectives as stated.	Principal, Assistant Principals, Physical Fitness Department Chair	8/8/05	5/24/06

## Research-Based Programs

Human Kinetics program, FITNESSGRAM

## **Professional Development**

Professional development opportunities will be offered in the following areas:

1. Physical Fitness related professional development opportunities as it relates to course scope sequence.
2. Assessing student fitness levels using FITNESSGRAM equipment and software.

## **Evaluation**

The FITNESSGRAM, health-related fitness test will be administered and adequate progress will be deemed if 64 percent of students attain award status.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

Increase student participation in advanced academic courses

### ***Needs Assessment***

The number of students enrolled in an advanced academic course in 2004-2005 was (2,410), as compared to (2,290) in 2003-2004. The number of students enrolled in advanced academic courses in 2004-2005 has increased by 120, a 5 percent increase when compared to the previous year.

## Measurable Objective

Given the benefits of students participating in advanced academic programs, the number of students enrolled in an advanced academic class will increase by two percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer to all 9th and 10th grade students the PSAT at no cost. These scores will be used to encourage students to select advanced academic courses and make sound school-to-career choices.	APC, Test Chair	8/08/05	5/24/06
Increase communication among advanced academic teachers to align curriculum objectives.	APC, Leadership Team	8/8/05	5/24/06
Plan and promote the Cambridge Academy.	Principal, APC, Cambridge Academy Lead Teacher	8/8/05	5/24/06
Articulate with feeder pattern schools and include a component, which encourages incoming students to select advanced academic courses.	APC, Department Chairs	8/8/05	5/24/06
Maintain and support tutoring programs offered after school by the Honor Societies designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS benchmarks to be monitored quarterly using school-developed assessments.	APC, National Honor Society Sponsor	8/08/05	5/24/06
Increase the number of CIM professional development opportunities that will, increase the number of teachers trained in CIM strategies, not impact teachers' classroom time, and focus on critical thinking skills and individual department/teacher/student needs.	Principal, Assitant Principal of Curriculum, Teachers	8/8/05	5/24/06

## Research-Based Programs

Cambridge Academy

Collegeboard

## **Professional Development**

Professional development opportunities will be provided in the areas of:

1. Summary of Answers & Skills
2. AP Potential Workshop
3. Content AP Workshops
4. Student Curriculum Review
5. AP Summer Institute
6. Cambridge Academy Seminar
7. Advanced Placement workshops

## **Evaluation**

Adequate progress will be deemed to have been achieved if more students are enrolled in advanced academic courses in the 2005-2006 school year when compared to the 2004-2005 school year.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 10 STATEMENT:**

American High School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, American High School ranked at the 40th percentile on the State of Florida ROI index.

## Measurable Objective

American High School will improve its ranking on the State of Florida ROI index publication from the 40th percentile in 2003 to the 43rd percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, APC, Leadership Team	8/8/05	5/24/06
Collaborate with the district on resource allocation.	Principal, APC, Leadership Team	8/08/05	5/24/06
Review the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, APC, Leadership Team	8/8/05	5/24/06
Research shared use of facilities, partnering with community agencies.	Principal, APC, Leadership Team	8/8/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication American High School will show progress toward reaching the 43rd percentile.

## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 11 STATEMENT:**

American High School will increase its graduation rate.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2004, the graduation rate for American High School was 59 percent.



## Measurable Objective

Given school-wide emphasis on the importance of education, American High School will increase the graduation rate from 59 percent in 2004 to 60 percent in 2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review career education programs/academies with the school community.	Assistant Principal of Curriculum, Career Specialist	8/8/05	5/24/06
Research community partnerships associated with career/academy theme.	Assistant Principal of Curriculum, Career Specialist	8/8/05	5/24/06
Develop a master schedule to accommodate the required courses for the career academy or small learning community.	Assistant Principal of Curriculum, Leadership Team	8/8/05	5/24/06
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Principal, Assistant Principal of Curriculum, Leadership Team	8/8/05	5/24/06
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Assistant Principal of Curriculum, Leadership Team	8/8/05	5/24/06

## Research-Based Programs

Not applicable

## Professional Development

Not applicable

## Evaluation

On the next graduation index publication American High School will show progress toward reaching a 60 percent graduation rate.

## *EESAC Compliance*

---

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

### ***Budget:***

The EESAC has worked closely with the principal in the execution of the technology plan and comprehensive school reform grant funds. The EESAC has set aside funds to expand student and teacher access to technology.

### ***Training:***

The EESAC has not made any suggestions to date in this area.

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

The EESAC has worked in conjunction with the mathematics and science department to purchase five smart boards and projectors.

### ***Technology:***

The EESAC has worked in conjunction with the mathematics and science department to purchase five smart boards and projectors. Through the deployment of the CSR initiative, a micro-systems technician was retained to assist teachers and staff in the integration of technology into the curriculum.

### ***Staffing:***

The EESAC has worked in conjunction with the principal to retain a micro-systems technician to assist teachers and staff in the integration of technology into the curriculum.

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

The EESAC has addressed Student Support Services through the implementation of Comprehensive School Reform initiatives, the technology plan and expansion of the Parent/Teacher/Student Association (PTSA).

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

The EESAC has worked closely with the principal on the allocation of resources received through QZAB and Comprehensive School Reform grant funds.

***Benchmarking:***

The EESAC has worked closely with the Leadership Team in identifying benchmarks which would be used to establish and evaluate Comprehensive School Reform (CSR) and School Improvement Plan goals.

***School Safety & Discipline:***

The EESAC has worked closely with the Leadership Team to establish and improve student safety and discipline initiatives such as the crisis management plan and professional development opportunities.

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

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

*Required Signatures:*

---

*Principal*

---

*EESAC Chair*

---

*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

---

*EESAC Student Representative, as applicable*

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

---

*Region Superintendent*