
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7201 - Miami Beach Senior High School

FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Jeanne Friedman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Beach Senior High School

Miami Beach High School is located on 19.57 acres in Miami Beach at 2231 Prairie Avenue. The school is currently under construction. The campus has six classroom buildings and two cafeterias. The freestanding auditorium and two music rooms have been torn down. MBHS serves 2200 students, including standard curriculum students (64.5 percent), ESE students (10.5 percent), Limited English Proficient (LEP) students (26.1 percent), and economically disadvantaged students (54.5 percent). The ethnic/racial makeup of the student population is 7.3 percent African-American, 72.2 percent Hispanic, 18.6 percent Anglo, and two percent Other. The students come from 70 different countries and speak 27 different languages at home. The mobility rate of the school is 29 percent. MBHS is a Full Service School with a fully staffed health clinic, providing both direct assistance and references to appropriate Social Service agencies. Additionally, students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Scholars Academy, the Academy of Hospitality & Tourism, and the Information Technology Academy programs allow students to complete internships during the school year and summer. The school offers an extensive Advanced Placement (AP) program, and acceleration of student competencies is enhanced by participation in the Dual Enrollment Program which allows seniors to accrue college credit from Miami-Dade Community College at the same time they complete their high school graduation requirements. There is a program for Limited English Proficient students including Bilingual Curriculum Content courses in mathematics, science, and social studies. The school has a special Bertha Abess SED unit dedicated to offering services to severely emotionally handicapped students. An autistic unit is also operative.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standards Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 61 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 88 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grade ten will improve their writing skills as evidenced by 70 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, African American students in grade ten will improve their writing skills as evidenced by 89 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade ten will improve their science skills as evidenced by a 5 point increase in the mean scale score, from 269 to 274, given a comparison between 2005 and 2006 FCAT Science Test scores.

In order to increase parental awareness of vital educational issues involving their children's education, the administration and staff of Miami Beach Senior High School will hold at least three Parental Academy classes in 2005-2006.

Given an emphasis on a safe and orderly environment, the administration and staff of Miami Beach Senior High School will establish a program of positive classroom management for teachers by May 2006 as measured by decreasing the number of outdoor suspensions by 5 percent from 1143 in 2004-2005 to 1086 in 2005-2006.

Given an emphasis on the use of technology in education, all teachers at Miami Beach Senior High School will receive training to record grades electronically by May 2006 as evidenced by grades recorded in the Electronic Gradebook.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in Personal Fitness will improve skills as evidenced by a three percent increase in the number of students reaching the Silver or Gold level on the Fitness Gram test in 2006 as compared with the percentage of students who reached the Silver or Gold level in 2005.

Given emphasis on the benefits of participating in advanced academic programs, Miami Beach Senior High School will add three new AP course offerings to increase the number of AP courses offered from 17 in 2004-2005 to 20 in 2005-2006 as measured by the Master Schedule.

Miami Beach Senior High School will improve its ranking on the State of Florida ROI index publication from the 71st percentile in 2003 to the 74th percentile on the next publication of the index.

In order to increase the number of students graduating from Miami Beach Senior High School by one percent, from 54 percent in 2004-2005 to 55 percent in 2005-2006.

According to the 2005 Organizational Performance Improvement Snapshot self-assessment survey taken by the entire staff, the two areas MBSH need to address in 2005-2006 are #2 District Strategic Planning Alignment which deals with involvement of employees in the development of the school's goals and objectives, and #7 Performance Results which analyzes the processes that drive the function of the school. These two areas were chosen because they had the lowest average scores (3.6 and 3.8). Both areas involve the need for better communication among all levels of the organization. In order to address areas of concern, the staff will be divided into ten study groups which will meet once a month. Some topics to be considered will involve budget, allocation of resources, development of goals, and the best use of the staff's time and talent.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Beach Senior High School

VISION

The Miami Beach Senior High School faculty and staff in partnership with parents and the community will provide opportunities for all students to achieve academic excellence and enable them to succeed as productive citizens in an increasingly diverse, technological society.

MISSION

To achieve this vision we will: Provide a safe and healthy learning environment for students, faculty and staff members; provide all students with access to health and social services; deliver a challenging, integrated curriculum that has relevance to students' post-high school plans; help students meet all state and district requirements for graduation; provide an individualized advisement system to ensure that each student completes an accelerated and coherent program within a career-focused academy; use assessment and program evaluation data to improve the curriculum, instruction, school climate, organization and management of the school.

CORE VALUES

Miami Beach High School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of service, quality of relationships, and quality of communications; We believe: Student learning is the chief priority for the school; all students can learn at their own rate; and students learn best when they are actively engaged in the learning process.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

School Demographics

Miami Beach Senior High School is a comprehensive and Full-Service School for grades nine through twelve located in the heart of Miami Beach's booming tourist economy. Serving the nine communities of the Miami Beach area, MBHS has 2,200 students. The school has a 29 percent mobility index which means that students are entering or leaving on a daily basis throughout the year. Students come from 70 different countries and speak 27 different languages at home. Most of these students are first generation immigrants. MBHS ranks fifth in the district in the number of students currently enrolled in English for Speakers of Other Languages (ESOL) with a 21 percent limited English proficient (LEP) student enrollment. Although over 70 percent of our students qualify for free/reduced lunch, only 54 percent of high school students apply. This 75 year-old school has been retro-wired to provide Internet and Intranet access to all of the classrooms and has a total of 548 computers. The media center houses a closed circuit television system and internet access via 35 computer stations.

MBHS employs a total of 162 full-time staff members and 29 part-time staff members. Of this group, four are administrators, 104 are classroom teachers, 17 are exceptional student teachers, four are guidance counselors, four are student service providers, three are teacher aides, eight are clerical employees, and 18 are custodial/service workers. Of the teaching staff, 14.9 percent are teachers new to this school, with the average length of time teaching in Florida at 13 years. The demographic makeup of the staff is 39 percent White, non-Hispanic, 32 percent Black, non-Hispanic, 39 percent Hispanic, and one percent Asian. Sixty seven instructional staff members have advanced degrees. All instructional staff are certified to teach in their fields. The faculty and staff at MBHS are provided with their choice of professional development programs that are provided by the school site and District. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid training, conferences, and workshops that are in alignment with the goals of the school.

Level one students in grades nine and ten are placed in FCAT Prep elective classes in addition to their regular Language Arts and Mathematics classes. Classes in FCAT Prep Reading and Mathematics are available after school through night school. Teachers across the curriculum offer tutoring at lunch and after school. Pull-out tutoring is available through the ESOL/BCC department's Home Language Assistance team. The Full Service School's Stay-In-School program provides year-around tutoring and assistance for Students With Disabilities and economically disadvantaged students. Tutoring in reading is available daily for 11th and 12th graders through the English Honor society. Tutoring in mathematics is available daily through Mu Alpha Theta. The school has a 13th year program in the summer. After-school tutoring will be offered to all eligible students.

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

The Florida Department of Education grades Beach High as a "C" school. MBSH enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Parents who are in need of basic literacy skills, computer skills, parenting skills can participate in the Parent Academy, as well as having access to social services and governmental resources through the Full Service School Program.

The EESAC meets monthly concerning issues that have an impact on the School Improvement Plan (SIP). The group decides how to allocate EESAC funds. Each year there is a joint meeting with the PTSA in which the group's overall budgets are reviewed, discussed and approved. The school's curriculum council presents issues that involve scheduling, FCAT preparation, and student

activities to be approved by the EESAC. Members of the faculty, student body and community are invited to attend EESAC meetings and voice concerns regarding curriculum and student activities. EESAC is active in the creation of strategies in the School Improvement Plan. After the plan is written, it is reviewed by the EESAC. The group is also involved in the Mid-Year Review and the assessment of Annual Yearly Progress.

The biggest challenge facing Miami Beach Senior High School is helping 70 percent of our students achieve the Sunshine State Standards in reading in order to attain Level 3 or higher on the FCAT. Communicating with parents who speak many different languages, and involving more parents in school-related events requires the efforts of the Educational Excellence School Advisory Committee (EESAC), the administration, and staff. Providing technical support for incorporation of technology into the curriculum with increased use of computers by staff and students is also a challenge.

School Foundation

Leadership:

Issues relating to how the leadership sets direction for the school, shares the mission and vision of the school ranked highest in the Leadership portion (4.0+) of the Organizational Performance Self-Assessment Survey (OPSAS) completed in September of 2005. The staff believes that the organization obeys laws and regulations and lets them know what it thinks is most important. Supervisors encourage learning for career advancement. Staff members are invited to attend EESAC meetings to share concerns.

District Strategic Planning Alignment:

Of the seven categories on the OPSAS, District Strategic Planning Alignment rated the lowest (3.6). Respondents felt that they are not aware of how well the school is doing financially or what its future plans are. Many people believe that the organization could do more to remove the things that get in the way of progress. Respondents want supervisors to use their talents well and listen to their ideas about plans for the future.

Stakeholder Engagement:

The level of satisfaction for Stakeholder Engagement averaged 4.0. The staff is basically satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work. Some members of the staff expressed concern that superiors do not care what they think.

Faculty & Staff:

The average score regarding Faculty and Staff (4.1) was highest of the seven categories. The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission is and most feel inclined to work toward accomplishing the mission and goals of the school. New Teacher Orientation is conducted by the administrative staff at the beginning of the school year. New teachers receive a District devised newsletter on a regular basis. The department chairs assign an experienced "buddy" for each new teacher in the department. Each new teacher is part of the school's Professional Growth Team which is available throughout the year to assist new teachers with the Professional Assessment and Comprehensive Evaluation System (PACES). The school's structure for communicating policy and procedures includes, EESAC meetings, administrative staff meetings, curriculum council meetings, departmental meetings, and special ad hoc committee meetings.

Data/Information/Knowledge Management:

The ability to utilize data to monitor the progress of its employees and school functions received an average score of 3.0 on the OPSAS. Generally the staff works as a team and they feel safe in the workplace. The lowest responses in this category (3.8) involved recognition for work done and feeling that their supervisors care about them. Data from the State and District regarding achievement is available to the staff through SPI, EDUSOFT and SNAPSHOT.

Education Design:

Knowledge of the processes that drive the function of the school received 3.9. The staff collects information about

the quality of their work and have control of the processes necessary for doing their work. The lowest response in this category (3.6) involved getting all of the necessary resources to do their job. Miami Beach Senior High School's School Improvement Model is based on the Continuous Improvement Model. Evaluation of the school's progress is monitored semi-annually by the District and yearly by the Southern Regional Education Board's High Schools That Work and Southern Association of Colleges and Schools. The school's Continuous Improvement Model has helped raise student achievement because of data analysis provided by the district, the state, Southern Association of Colleges and Schools (SACS), and High Schools That Work (HSTW). Site visits from SACS and HSTW provide feedback to teachers and the administration. According to the 2003-2004 School Profile, the School Climate Survey indicates that students, parents, and teachers rate Miami Beach Senior High half a grade point below the district average for all senior high schools in the District in the areas of school safety, quality of education, and over-all climate for learning.

Performance Results:

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Miami Beach Senior High School will continue improving reading skills.

Needs Assessment

Scores on the 2005 FCAT Reading Test indicate that 76 percent of students in grade ten did not meet high standards in reading, and 73 percent of students in grade ten are reading below grade level. The percentage of students in grade ten who did not make acceptable levels of learning gains in reading was 58 percent and 52 percent for grade nine students. Grade nine students scored highest in Main Idea/Purpose (59 percent) and lowest in Reference/Research (50 percent). Grade ten students scored highest in Comparisons (63 percent) and lowest in Words and Phrases (56 percent). Scores on the 2005 FCAT Reading Test indicate that 49 percent of students in grade ten scoring in the lowest 25 percent made no learning gains in reading and that Adequate Yearly Progress was not met by the following subgroups: Hispanic, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged.

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 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, students in grades nine and ten will improve their reading skills as evidenced by 44 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standards Students With Disabilities in grades nine and ten will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement and monitor 30 minutes of uninterrupted daily reading.	Principal for Curriculum	8/8/2005	5/26/2006
Continue to promote reading through the Council for Educational Change PASS Grant in the form of incentives for teachers and students.	PASS Grant Facilitator	8/8/2005	5/26/2006
Provide classroom libraries to ESOL, ESE, Reading and selected Language Arts teachers for use in their classes.	Assistant Principal of Curriculum; Media Specialist	8/8/2005	5/26/2006
Purchase high interest/low level Accelerated Reader books for ESOL and ESE students.	Assistant Principal of Curriculum; Media Specialist	8/8/2005	5/26/2006
Provide Intensive Reading Plus classes using the Read 180 curriculum for students at Level 1.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide books and materials for Economically Disadvantaged students for the daily half-hour reading periods.	Assistant Principal for Curriculum; Media Center Chair	8/8/2005	5/26/2006
Provide Bilingual Curriculum instruction in World History, American History, Economics, and US	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Government for ESOL students.			
Provide teachers with opportunities to analyze and utilize student data to modify their instruction and meet the educational needs of their students	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide FCAT Explorer, Accelerated Reader, and Read 180 reading intervention programs to targeted students once a week.	Language Arts Department Chair, Media Center Chair	8/8/2005	5/26/2006
Provide pull-out tutoring in reading through the Stay-In-School Program for SWD and economically disadvantaged students once a week.	Assistant Principal for Curriculum	8/8/2005	5/26/2006

Research-Based Programs

The core language arts program is Holt, Rinehart and Winston Literature state adopted series; Read 180.

Professional Development

Content Area Reading Workshops; CRISS workshops; Read 180 workshops; Navigator Software; FCAT Analysis Workshops using SPI, EDUSOFT, and SNAPSHOT.

Evaluation

Comparison of 2005-2006 FCAT data provided by the Florida DOE; District Quarterly Assessment; Monthly in-house reading assessments; Council for Educational Change PASS Grant Semi-annual evaluations; STAR test evaluations; SRI evaluation; PACES evaluations; JB Scheduler FCAT rosters comparing 2004-2005 FCAT Reading scores; FCAT Explorer, Accelerated Reader and Read 180 computer program evaluations, High Schools That Work district and national site visits, Navigator Software.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Miami Beach Senior High School will continue improving mathematics skills.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicate that 44 percent of students in grade ten did not meet high standards in Mathematics and 39 percent of students in grade ten did not make learning gains. Scores on the 2005 FACT Mathematics Test indicate that 50 percent of students in grades nine and ten are scoring below grade level. Grade nine students performed highest in Number Sense, Algebraic Thinking (60 percent), and lowest in Measurement (43 percent). Grade ten students scored highest in Number Sense (55 percent) and lowest in Geometry (29 percent) and Measurement (30 percent). Subgroups which did not make Adequate Yearly Progress in mathematics include Limited English Proficient students and Students with Disabilities.

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 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, students in grades nine and ten will improve their mathematics skills as evidenced by 61 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with class rosters that denote current FCAT benchmarks in mathematics.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide tutoring by Mu Alpha Theta mathematics honor society twice a week after school for any students who need help passing the FCAT.	Mathematics Department Chair	8/8/2005	5/26/2006
Identify students scoring in the low range on the FCAT in mathematics and not making acceptable learning gains to provide appropriate interventions.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide Level 1 students who need additional assistance with an Intensive Mathematics class.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide teachers with opportunities to analyze and utilize student data to modify their instruction and meet the educational needs of their students.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide Bilingual Curriculum Content classes in Algebra I, Algebra II, Geometry, Geometry Honors and Integrated Math II.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide HLAP Program 6634 daily pull-out mathematics tutoring in Spanish for ESOL students.	Assistant Principal for Curriculum ESOL Department Chair	8/8/2005	5/26/2006
Provide mathematics pull-out tutoring daily in Portuguese and Creole.	Assistant Principal for Curriculum ESOL Department Chair	8/8/2005	5/26/2006
Provide inclusion classes in Algebra I, Geometry, and Integrated Mathematics II for SWD students.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Provide pull-out tutoring daily in mathematics	Assistant Principal for Curriculum	8/8/2005	5/26/2006

through the Stay-In-School program for SWD students.	ESE Department Chair	
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Research-Based Programs

The core Algebra 1, Geometry, and Algebra II program is the Glencoe state adopted series. The honors Algebra 1, Geometry, and Algebra II program is the Mc Dougall Littell state adopted series. Riverdeep.

Professional Development

Content Area Mathematics Workshops; CRISS workshops; technology workshops, FCAT data analysis workshops.

Evaluation

Comparison of 2005-2006 FCAT data provided by the Florida DOE; District Quarterly Assessment; Monthly in-house mathematics assessments; PACES evaluations; JB Scheduler FCAT rosters comparing 2005-2006 FCAT Mathematics scores; FCAT Explorer, High Schools That Work district and national site visits; Navigator.

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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

Scores on the 2005 FCAT Writing test indicate that 14 percent of students in grade ten did not meet high standards in writing. The African American subgroup did not make Adequate Yearly Progress by not improving performance by one percent as compared with the 2004 administration. Subgroups scoring 85 or above include White (93 percent) and African American (88 percent). Subgroups scoring below 85 percent include Hispanic (83 percent), Economically Disadvantaged (81 percent), Limited English Proficient (71 percent), and Students With Disabilities (73 percent), The percentage of Standard Curriculum students scoring 3.0 or above is 94. The average for all students was 87.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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, students in grade ten will improve their writing skills as evidenced by 88 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grade ten will improve their writing skills as evidenced by 70 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, African American students in grade ten will improve their writing skills as evidenced by 89 percent of students meeting the state required mastery level in writing as documented by scores of the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development activities that focus on writing across the curriculum and holistic scoring for all teachers.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Require that all midterm and final examinations across the curriculum include a writing prompt.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Administer the writing pretest, progress test, and posttest; and monitor results to determine student needs and modify instruction as needed.	Assistant Principal for Curriculum	8/8/2005	5/26/2006
Maintain writing portfolios for all students through their language arts class.	Language Arts Department Chair	8/8/2005	5/26/2006
Provide pull-out tutoring daily in writing for SWD and economically disadvantaged students through the Stay-In-School Program.	Assistant Principal for Curriculum	8/8/2005	5/26/2006

Research-Based Programs

The core language arts writing program is the Prentice Hall state adopted series

Professional Development

CRISS workshops; Staff development provided by District TSA; In-house writing workshops

Evaluation

Comparison of 2004-2005 FCAT data provided by the Florida DOE; Monthly in-house writing assessments; PACES evaluations; Student writing portfolios. High Schools That Work district and national site visits.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students at Miami Beach Senior High School will continue improving science skills.

Needs Assessment

Scores on the 2005 FCAT Science Test indicate that the school scored 269, which was 26 points below the state's mean scale score. Scores indicate that 69 percent of grade ten students did not demonstrate 80 percent mastery of critical thinking skills in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their science skills as evidenced by a 5 point increase in the mean scale score, from 269 to 274, given a comparison between 2005 and 2006 FCAT Science Test scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students scoring in the low range on the FCAT Science test who are not making acceptable learning gains and provide appropriate intervention strategies.	Assistant Principal of Curriculum Science Department Chair	8/8/2005	5/26/2006
Provide professional development workshops in science.	Science Department Chair	8/8/2005	5/5/2006
Share best practices and conduct science demonstrations during department meetings.	Science Department Chair	8/8/2005	5/26/2006
Provide Bilingual Curriculum Content classes in Earth/Space Science, Biology, and Chemistry for ESOL/LEP students.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide pull-out tutoring daily through the Stay-in-School Program for SWD and Economically Disadvantaged Students.	Science Department Chair ESE Chair Person	8/8/2005	5/26/2006

Research-Based Programs

The core Earth Science, Biology and Chemistry program is the Holt Rinehart and Winston state adopted series. The core Physics program is the Glencoe and Addison Wesley state adopted series. The core Physical Science program is the Harper Collins state adopted series; Riverdeep.

Professional Development

Content-Area Science Workshops; CRISS workshops; River Deep workshops, technology workshops.

Evaluation

Comparison of 2005-2006 FCAT data provided by the Florida DOE; in-house FCAT Science Pre-test, Progress test and Post-test; PACES evaluations; FCAT Explorer, Navigator; Riverdeep computer program evaluations; High Schools That Work district and national site visits.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

Of the 72% Hispanic population of the school, a large number of students are first generation immigrants. Their parents are not familiar with the requirements and procedures of American high school. Many of the parents are not inclined to becoming involved with their child's school. Since many of the parents work within the tourism industry of Miami Beach, they are not available to come to the school for evenings or on Saturdays.

Measurable Objective

In order to increase parental awareness of vital educational issues involving their children's education, the administration and staff of Miami Beach Senior High School will hold at least three Parental Academy classes in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Invite parents to attend parent workshops regarding graduation requirements, financial aid, FCAT, and other issues of concern.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Offer parent orientation meetings in the Academy of Travel & Hospitality and the Scholars Academy encouraging parents to attend Parent Academy classes.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Encourage parents to attend monthly EESAC meetings to assist in the planning of the school improvement efforts.	EESAC Chair	8/8/2005	5/26/2006
Invite parents of ESOL students to meet with a LEP committee to evaluate academic progress and to encourage parents to attend Parent Academy classes.	Assistant Principal of Curriculum, ESOL Chair	8/8/2005	5/26/2006
Provide information about the parent workshops at Back-To-School Night.	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

FCAT Workshops, Financial Aid workshops, Student Orientation, Graduation Requirements Workshop, Technology Workshops.

Evaluation

Agendas and attendance rosters of parent workshops.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Given an emphasis on a safe and orderly environment, Miami Beach Senior High School will decrease the number of teacher referrals by establishing a program of positive behavior management for teachers.

Needs Assessment

Data from the latest School Profile indicate that 30.4 percent of grade nine students are not promoted to grade ten, and the dropout rate is 3.0, nearly double that of grade ten. There were 1143 outdoor suspensions in 2004-2005. Student attendance was 88.80 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment , the administration and staff of Miami Beach Senior High School will establish a program of positive classroom management for teachers by May 2006 as measured by decreasing the number of outdoor suspensions by 5 percent from 1143 in 2004-2005 to 1086 in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for teachers to observe classroom management techniques of effective teachers.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide teachers with research-based strategies for effective classroom management.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide staff development activities for implementing differentiated instruction.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide workshops on effective classroom management for teachers.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide substitutes for teachers who want to observe other teachers with good behavior management techniques.	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Miami-Dade County Public Schools Student Case Management Report

Evaluation

Workshop agendas and sign-in sheets, lesson plans, minutes of faculty and department meetings

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

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

Needs Assessment

According to the 2004 STaR School Profile for Miami Beach Senior High, the school is below the county and state average in Teacher (Stage 1) and Student (Stage 2) Use of Technology, Technology Support (Stage 2) as well as Community Outreach (Entry Level). Available data indicates that there are 500+ computers in the school, including eight computer labs, teachers' computers, and computers for student use. The media center has 30 computers plus 64 mobile computer units and 20 laptops for teachers to use. The media center has five CPS units, an electronic chalkboard, eight LCD projectors and TV-to-computer connectors. Training in the use of the Electronic Gradebook has begun, and some of the teachers are recording their grades electronically.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers at Miami Beach Senior High School will receive training to record grades electronically by May 2006 as evidenced by grades recorded in the Electronic Gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff development in the use of the electronic gradebook.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide all teachers with a computer for use in the classroom.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide mentoring for teachers by the school's Tech Cadre.	Provide mentoring for teachers by the school's Tech Cadre.	8/8/2005	5/26/2006
Provide substitutes for tech cadre members to help teachers manage the electronic gradebook.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Allow teachers to attend technology workshops offered by the District.	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

District and Region 2 workshops in the use of the Electronic Gradebook, mentoring for teachers by the Tech Cadre, in-house workshops in the use of the Electronic Gradebook.

Evaluation

Successful uploading of student grades into the Electronic Gradebook.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

According to the latest available data, 99 percent of students enrolled in Personal Fitness were tested in a series of six sub-tests. Of the 530 students tested, four percent reached the gold level and ten percent reached the silver level.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in Personal Fitness will improve skills as evidenced by a three percent increase in the number of students reaching the Silver or Gold level on the Fitness Gram test in 2006 as compared with the percentage of students who reached the Silver or Gold level in 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer an Intramural sports program.	Physical Education Chair	8/8/2005	5/26/2006
Encourage students to participate in individual and team sports.	Physical Education Chair	8/8/2005	5/26/2006
Provide teachers with staff development opportunities offered by the District.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Administer a pretest to target areas that need the most work.	Physical Education Chair	8/8/2005	5/26/2006
Provide students taking Physical Education, Personal Fitness, and Health with information about maintaining a healthy diet.	Physical Education Chair	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers will attend workshops on health and fitness provided by the District.

Evaluation

Miami-Dade County Public Schools Secondary Physical Education Student Grade Cards.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Miami Beach Senior High School will continue to support increase of achievement by students taking honors, gifted and Advanced Placement courses.

Needs Assessment

The percentage of students taking Honors, Gifted and Advanced Placement courses is 19.17 percent of total course offerings in 2005-2006. The percentage of students enrolled in level 3 Mathematics courses is 23.7percent and 34.7 percent in Level 3 science courses. Enrollment in Advanced Placement classes is 566 in 2005. According to the most recent School Profile, 45.1 percent of students taking Advanced Placement Exams scored 3 or higher. The percentage of student attendance is 88.8. The percentage of students who score less than 3 on Advanced Placement exams is 54.9 percent. The total number of students taking Honors, Gifted and Advanced Placement classes represents 34.38 percent of total course offerings.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, Miami Beach Senior High School will add three new AP course offerings to increase the number of AP courses offered from 17 in 2004-2005 to 20 in 2005-2006 as measured by the Master Schedule.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage students to take upper-level Foreign Language coursed.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Offer a range of AP courses in Language Arts, Mathematics, Science, Social Studies, Fine Arts, Foreign Language, and Computer Science.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide staff development for Advanced Placement teachers.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Increase the number of certified AP teachers by encouraging current staff members and future teachers to pursue certification to teach AP courses.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Counsel students who are candidates for Advanced Placement courses and encourage them to enroll in AP classes.	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Advanced Placement Workshops, Differentiated Instruction Workshops, CRISS Workshops, Subject-area staff development activities and workshops.

Evaluation

Comparison of the Master Schedule between 2004-2005 and 2005-2006.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Beach Senior 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 Miami Beach Senior High School ranked at the 71st percentile on the State of Florida ROI Index. According to the latest School Profile, in 2003 the average cost per FTE for Basic Education was \$4679.47 (53 percent of the total expenditure), 8775.05 per FTE for Exceptional Education (18 percent of the total expenditure for), \$4337.65 per FTE for ESOL (21 percent of the total expenditure), and \$4251.04 per FTE (eight percent of the total expenditure). Total expenditures are \$12,955,001.

Measurable Objective

Miami Beach Senior High School will improve its ranking on the State of Florida ROI index publication from the 71st percentile in 2003 to the 74th 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	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/26/2006
Share ROI information with EESAC.	Principal	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Beach Senior High School will show progress toward reaching the 74th 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 11 STATEMENT:

All students who enter Miami Beach High School will complete high school and receive a diploma, a GED or a Certificate of Completion.

Needs Assessment

In 2004, 354 regular diplomas were awarded; 47 students completed all course work but did not pass the FCAT, and 119 students failed to complete all course work with a 2.0 GPA. The graduation rate in 2004 was 54%. Data from the latest School Profile indicate that 30.4 percent of grade nine students are not promoted to grade ten, and the dropout rate is 3.0, nearly double that of grade ten. There were 939 outdoor suspensions and 704 indoor suspensions. Student attendance was 88.80 percent.

Measurable Objective

In order to increase the number of students graduating from Miami Beach Senior High School by one percent, from 54 percent in 2004-2005 to 55 percent in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide substitutes for Ninth Grade Academy teachers to coordinate and monitor the Tools for Success Curriculum.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Provide staff development opportunities for Ninth Grade Academy teachers in the areas of differentiated instruction, team building, and career planning.	Assistant Principal of Curriculum	8/8/2005	5/26/2006
Invite speakers from businesses and the community to explore various career possibilities.	Smaller Learning Communities Site Coordinator	8/8/2005	5/26/2006
Take Ninth Grade Academy students to visit local businesses.	Smaller Learning Communities Site Coordinator	8/8/2005	5/26/2006
Provide substitutes for Ninth Grade Academy teachers to meet and evaluate the Tools for Success Curriculum.	Assistant Principal of Curriculum	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Workshops, In-house mentoring, staff development activities provided by the Smaller Learning Communities Grant and the National Academy Foundation.

Evaluation

The Florida Department of Education Annual Yearly Progress Report

EESAC Compliance

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

Budget:

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

Training:

EESAC recommends that the administration makes every effort to facilitate staff development to broaden knowledge of computer technology in the areas of reading, writing, mathematics, and science, as well as Internet technology and the use of the Electronic Gradebook.

Instructional Materials:

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

Technology:

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

Staffing:

EESAC recommends that class size in grade nine and ten language arts and mathematics classes be reduced in order to support the Sunshine State Standards.

Student Support Services:

EESAC supports the hiring of a part-time educator for Scholars Academy students in order to retain students in higher level classes.

Other Matters of Resource Allocation:

EESAC recommends that resources continue to be devoted to enlarging the collection of books and materials in the Instructional Media Center.

Benchmarking:

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

School Safety & Discipline:

EESAC supports the principal's efforts to protect staff and students during the construction of the new school, and recommends that the district allocate funds for an additional security guard.

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