
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7461 - Miami Senior High School

FeederPattern: Miami Senior

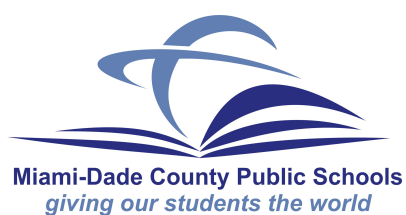
Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Victor Lopez

*Adult/Vocational
Principal:* Gilda Santalla

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Senior High School

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

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

Miami Senior High School employs an innovative eight-period day flexible block schedule, the first implemented among Miami-Dade County Public Schools. It allows students to progress more quickly, remediate academic deficits, and complete challenging School-To-Career programs. As part of the emphasis on school reform, the school has adopted the High Schools That Work (HSTW) initiatives.

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

The limitations of the school facility, a high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges. The current enrollment is approximately 3,500 students in grades nine through twelve. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 91% Hispanic, 5 % Black (non-Hispanic), 3 % White (non-Hispanic), and 1 % Other.

Miami Senior High School families are mostly economically disadvantaged. According to district data, 68 % of the students qualify for free or reduced lunch. Consequently, the school has been classified as a Title I school for the past three years.

Currently, the school has 645 students designated as Limited English Proficient (LEP). These students divide into four groups: ESOL Level 1: 191; Level 2: 148; Level 3: 131; Level 4: 175.

There are 429 students in the Exceptional Student Education Program (ESE), not including Gifted. They are found in the following programs: Deaf or hard of hearing: 3; Educable Mentally Handicapped: 31; Emotionally Handicapped: 30; Orthopedically Impaired: 12; Other Health Impaired: 12; Specific Learning Disabled: 305; Speech Impaired: 5; Trainable Mentally Handicapped: 23; Visually Impaired: 4; Autistic: 2; Traumatic Brain Impaired: 1; Severally Emotionally Disturbed: 3; and Language Impaired: 3. In addition, the Gifted Program serves 153 students.

The overall absentee rate has increased slightly over the last year, with 7% of students absent daily. Although, this is still below average for the area, attendance needs to be monitored closely.

Information derived from the Organizational Performance Improvement Snapshot Assessment Survey, answered by 76% of the Miami Senior High staff, indicates that the staff, overall, is pleased with their relationship with the students as well as with their professional performance.

Given instruction based on the Sunshine State Standards, students in grade nine and ten will improve their reading skills as evidenced by 44% scoring at FCAT Achievement Level level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, White students in grade nine and ten will improve their reading skills as evidenced by a 24 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students in grade nine and ten will improve their reading skills as evidenced by a 26 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Hispanic students in grade nine and ten will improve their reading skills as evidenced by a 25 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test..

Given instruction based on Sunshine State Standards, African-American students in grade nine and ten will improve their reading skills as evidenced by a 29 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Students With Disabilities (SWD) students in grade nine and ten will improve their reading skills, as evidenced by a 44% increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grade nine and ten will improve their reading skills, as evidenced by 44% increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Level 1 students in grade nine and ten will improve their reading skills, as evidenced by 50% of students making annual learning gains on the 2006

administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 50% of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 18 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 38 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Level 1 students in grade nine and ten will improve their mathematics skills as evidenced by 50% of students making annual learning gains on the 2006 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a 1% increase of students achieving high standards on the 2006 administration of the FCAT Writing Test.

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

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parent-teacher-counselor conferences as evidenced by comparing parent-teacher-counselor logs for the 2004-2005 and 2005 -2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given attention to the need to utilize 21st century technology and communications media to the Miami Senior High School community, the majority of school departments and entities will develop school-hosted web pages and there will be a minimum of a 50% increase in the number of teacher web pages.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by 5 percentage points in the number of students' who pass the FITNESSGRAM test in the spring 2006 FITNESSGRAM administration as compared to the spring 2005 FITNESSGRAM administration.

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 10% in the 2005-2006 academic year above the levels in the 2004-2005 year.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving mastery levels in reading, mathematics, and writing and/or making appropriate learning gains in reading and/or mathematics will increase in the 2006 FCAT administration as compared to the levels achieved in 2005 FCAT administration.

Given emphasis on Small Learning Communities the graduation rate will increase by 1% as evidenced by the 2006 Adequate Yearly Progress Report.

Information derived from the Organizational Performance Improvement Snapshot Assessment Survey, answered by 76% of the Miami Senior High staff, indicates that the staff, overall, is pleased with their relationship with the students as well as with their professional performance.

The Leadership Team, after analyzing and evaluating pertinent data from the Organizational Performance Improvement Snapshot Assessment Survey, has identified two items from the categories of Process Management, Strategic Planning, and Business Results, falling into two broad areas: managing change effectively and inclusively of all stakeholders and awareness of the financial resources and status of the school as priorities and areas of emphasis for the 2005-2006 school year. As a result, the leadership team will compile and share ideas with faculty and staff through EESAC, Curriculum Council, and Faculty meetings.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Senior High School

VISION

All students can learn and student learning is the chief priority for the school. Therefore, students' learning needs will be the primary focus of all decisions impacting the work of the school.

Students learn in different ways and will be provided with a variety of instructional approaches to support their learning.

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

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

A safe and physically comfortable environment will promote student learning.

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

MISSION

The Mission of Miami Senior High School:

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

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

CORE VALUES

Pursuit of Excellence.

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

Integrity

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

Respect

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

Cooperation

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

School Demographics

Miami Senior High School (MSHS), a comprehensive urban high school, is the oldest secondary educational institution in Miami-Dade County Public Schools. Miami Senior High School is a Title I funded school, which currently serves 3,500 students in grades nine through twelve. The school is located in "Little Havana", a predominantly Hispanic Community, in Miami-Dade County. The school consists of a multi-cultural, multi-ethnic, multi-lingual population. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 91% Hispanic, 5 % Black (non-Hispanic), 3 % White (non-Hispanic) and 1 % other. The student population is comprised of 68% receiving free or reduced lunch, 41% Limited English Proficient (LEP), and 20% Exceptional Student Education (ESE). A high mobility rate, low levels of parental involvement and the special needs of the student population present major challenges.

Miami Senior High School staff is comprised of 222 full time staff members and 54 part-time staff: 5 administrators, 136 classroom teachers, 20 exceptional student education teachers, 10 guidance counselors, 2 media specialists, 14 paraprofessionals, 10 clerical/secretaries, 20 custodial/service workers, 1 reading coach, 1 mathematics coach, 1 social worker, 2 community involvement specialists, 1 activities director, 1 athletic director, 1 school psychologist, and 1 career specialist. Levels of degrees for teachers are as follows: 54 Bachelor's degrees, 58, Master's Degree, 21 Specialist's Degree, 6 Doctorate's, and 6 National Board Certified.

Faculty and staff members represent the multicultural of the community. The school is recognized as having a cadre of absolutely dedicated, hard-working, well prepared teachers and leaders. Interestingly, 38% of the faculty member are alumni and take great pride in returning to the school to help the next generation of students prepare for readiness to function in a multi-lingual/multi-cultural environment.

School Foundation

Leadership:

According to the Organizational Performance Snapshot Assessment Survey administered in September 2005, there is considerable variability in the responses to items in this category. There is a very high understanding of the school's mission, but teachers and staff feel that they are not consulted in the decisions of the leadership: "My organization asks me what I think" is one of the lowest ranked items.

District Strategic Planning Alignment:

According to the Organizational Performance Snapshot Assessment Survey administered in September 2005, the lowest ranked was Process Management; the three items in this section are rated quite low. Teachers and staff do not see clearly where they fit in the strategies of the District and the school, and therefore are unaware of progress on strategic issues. Once again, a low-rated item reveals that teachers and staff feel that their ideas are not solicited.

Stakeholder Engagement:

According to the Organizational Performance Snapshot Assessment Survey administered in September 2005, the items focusing on the relationships of teachers and students achieved the most favorable ratings. Further, teachers are satisfied with the quality and nature of their own professional performance.

Faculty & Staff:

According to the Organizational Performance Snapshot Assessment Survey administered in September 2005, there is minimal variability in the items of this section, but all rank fairly low, not far above the middle rankings in the scale. Highest rated was "The people I work with cooperate and work as a team." Lowest was "I am recognized for my work." It should be an item of some concern to the school to increase responses to such concerns.

Data/Information/Knowledge Management:

According to the Organizational Performance Snapshot Assessment Survey administered in September 2005, teachers felt fairly confident that they know the strengths and weaknesses of their students and felt confident also in analyzing the quality of their work. Given time to implement access to student data in a "user-friendly" format, it should be possible to carry this analytical process to an even higher level.

Education Design:

According to the Organizational Performance Snapshot Assessment Survey, these items were the lowest ranked. Teachers and staff clearly feel that the resources and processes available to do their work need to be improved. Items in the Snapshot's Business Results category, very low-rated, also impinge on this area, (such as "My organization removes things that get in the way of progress.") Meaningful use of the Eight Step Continuous Improvement Model is still at a fairly low level. Further staff development is needed for this model to be very meaningful at the site.

Performance Results:

According to the Organizational Performance Snapshot Assessment Survey, these items were the lowest ranked. Teachers and staff clearly feel that the resources and processes available to do their work need to be improved. Items in the Snapshot's Business Results category, very low-rated, also impinge on this area, (such as "My organization removes things that get in the way of progress.") Meaningful use of the Eight Step Continuous Improvement Model is still at a fairly low level. Further staff development is needed for this model to be very meaningful at the site.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami-Dade County Public Schools has made some headway on the issues of teacher recruitment and retention through new initiatives and partnerships. M-DCPS has established a marketing campaign through the Annual Teacher Recruitment Fair which provides applicants with an accelerated advanced contract employment process. The Human Resources Department has streamlined the application process via its user friendly Web site to provide a more efficient method of processing applicants and to improve communication with prospective candidates. In addition, the Website offers daily listings of vacancies. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified teachers for the students of M-DCPS. The Professional Growth Teams (PGT) and "Summer Heat" professional development has contributed to higher retention of new teachers. As a district, we must begin to explore the possibilities of initiating a Teacher Network Support and offer senior high school teachers alternate certification. It appears unlikely that M-DCPS will be in compliance with the No Child Left Behind Act in June 2006, specifically, in the area of reading in secondary schools. Recruitment of "Highly Qualified" reading teachers at Miami Senior High School has been very difficult. Quality is an expensive undertaking. Financial incentives must be provided.

• Highly Qualified, Certified Administrators:

Victoriano Lopez, 088938, Principal

Mr. Lopez has been with the Miami-Dade County Public Schools for the past 33 years. In 1978, he was named M-DCPS Teacher of the Year, and in 1979, Florida Teacher of the Year. In 1980, he returned to Miami Senior High School as Band Director. After administrative positions at Miami Springs Senior High, G. Holmes Braddock Senior High, and George Washington Carver Middle School, he returned to his alma mater as Principal in 1995. While serving as Principal at Carver Middle, Mr. Lopez' leadership led the school to receive the National Blue Ribbon School of Excellence Award. At Miami Senior, Mr. Lopez led the school's educational reform initiative that culminated in a "C" grade for the school in 2004. His leadership also was instrumental in the Oracle Internet Academy's third place award in the 2002 International Data Modeling Contest. In 2004, MSHS received the College Board's Inspiration Award because of Mr. Lopez' implementation and emphasis on the eight period block schedule, that offers students the opportunity to take more elective and remedial courses as well as broadened students' access to advanced academic courses, increasing their opportunities for college admission. In 2004, the University of Florida School of Fine Arts gave Mr. Lopez its Outstanding Alumni Achievement Award for his promotion of fine arts education and his talents in composing and arranging music for high school bands. Mr. Lopez holds a Bachelor of Music Education degree from the University of Florida, a Master of Science in Music Education from Florida International University, and an Educational Specialist in Educational Leadership from Nova University. He is currently completing his Ph.D. in Educational Leadership at Florida International University.

Gloria Garcia, 148184, Assistant Principal

During her 7-year tenure with M-DCPS, Mrs. Garcia has served in a low performing middle school with a high concentration of economically disadvantaged students. She was a mathematics teacher and served as Co-Chair of the Educational Excellence Advisory Council for three years as well as a Team Leader for sixth grade. Mrs. Garcia was named Beginning Teacher of the Year and was later nominated as Teacher of the Year by her peers. During this time, the school's grade improved from a D to a C. Prior

to joining our administrative team, Mrs. Garcia was a Technology Mentor and facilitated training to the faculty on data analysis, software programs relating to content areas, and the utilization of technology to improve instruction. In addition, she coordinated the school's Beginning Teacher Program and was responsible for setting up the Professional Growth Teams for over 15 new teachers, with monthly meetings to monitor their progress. While at Miami Senior High School, she has collaborated with the administrative team to improve the school's grade from a D to C, monitored the school's attendance (ranked 7th in the county), monitored the school's Web site to ensure that parents were able to access their children's grades, and developed perfect attendance incentives. She provided training to parents on how to access their child's grades online and monitored adherence to the attendance policy and notification policy.

Benny Valdes, 203076, Assistant Principal

Mr. Valdes has been part of the educational system for the past 28 years. He is an alumnus of Miami Senior High School and a former physical education teacher. For 8 years, taught at Carver Middle School for 8 years, which received a National Blue Ribbon School of Excellence Award. As an administrator, he has been an effective leader for the past two years, demonstrating the professionalism and qualities of a veteran administrator. Being bilingual and having been raised in the school's surrounding neighborhood has helped Mr. Valdes in addressing with the concerns of a large Hispanic community. His home is close to the school, and this allows him to respond to emergencies and participate in after school activities. He currently supervises security plant, construction, athletics, ESOL, and several academic subject areas. He is extensively involved in the school's Curriculum Council, assisting in the continued efforts for steady growth in student achievement. His performance has played a significant role in Miami Senior High School student achievement improvement and receiving a school grade of "C" in 2004. His degrees include a Bachelor in Physical Education from Florida International University and a Masters in Educational Leadership from NOVA Southeastern University.

Patricia Rembert, 122217, Assistant Principal

Ms. Rembert has thirty years' experience in the field of education. She has worked as a Headstart Center Director, mathematics teacher, adjunct college professor, college dean, department chairperson, magnet lead teacher, and middle school assistant principal before becoming an assistant principal at Miami Senior High School (MSHS). Ms. Rembert has certification in Mathematics (6-12) and Educational Leadership (K-12). She is a member of several educational organizations including Mathematics Teachers of Dade County, Phi Delta Kappa, Association for Supervision and Curriculum Development, and the National Council for Exceptional Children. She has won numerous awards and honors and was recently acknowledged as the 2003-04 Access Center IV Outstanding Title I Administrator and represented MSHS as the 2003-04 Council for Exceptional Children Administrator of the Year. She has met the performance standards of the Miami-Dade County Public Schools (M-DCPS) Performance Planning and Assessment System throughout her eleven year tenure as an assistant principal. Ms. Rembert supervised the mathematics department where 74% of the students made learning gains and 49% met Florida Comprehensive Assessment Test (FCAT) objectives at level 3 and above. This performance played a significant role in MSHS receiving a school grade of "C". She supervised the Title I reading leader and the Read 180 program, and she assisted in the supervision of the Independent Practice Reading. Title I funds were used to purchase reading and mathematics software and programs. In addition, she established the Miami Senior High School gifted program and the MSHS Parent Access Center, served as supervisor of grants that brought over three million dollars into the school within the past three years, conducted Professional Assessment and Comprehensive Evaluation System (PACES) staff development, served as Title I coordinator, and developed the MSHS Beginning Teacher's Program. She has served as a member of the MSHS Parent Teacher Student Association (PTSA), the MSHS Southern Association of Colleges and Schools (SACS) committee, Curriculum Council committee, and Exceptional Student Education (ESE) administrator. Ms. Rembert is one of fourteen Creating Independence through Student-owned Strategies (CRISS) trainers in M-DCPS. Her goals are to assist the students, staff and community in making sure each child who enters MSHS will be prepared to be a responsible and successful citizen.

Maria Cristina Noya, 090988, Assistant Principal for Curriculum

Ms. Noya has a Bachelor's Degree in Elementary/ Psychology, a Master's Degree in Elementary and Bilingual Education from

Florida International University, and Educational Specialist Degree in Computer Science from Barry University and Educational Leadership (K-12) from Nova Southeastern University. Ms. Noya entered her teaching profession in 1973. During her tenure within M-DCPS, she has had the opportunity to function in a variety of educational settings: elementary teacher and in a leadership capacity- Lead Teacher, middle school, senior high (leadership capacity-Data Analyst and presently Assistant Principal for Curriculum), including higher education at Florida International University as an adjunct professor (English Literacy Skills). At the District level, in the Division of Student Assessment and Educational Testing and the Miami-Dade Area Center for Educational Enhancement as an Educational Specialist for 2 ½ years, in Regional Center VI as a Testing/Data Analyst Curriculum Support Specialist (leadership capacity), as a Supervisor for the Office of School Quality Improvement, as an Assistance Plus Summit Specialist for the Florida Department of Education (FDOE) for all elementary schools in Miami-Dade, Broward, and West Palm Beach and as a District Sterling Examiner for the Office of Performance Improvement and the Florida Sterling Council. Ms. Noya was awarded Teacher of the Year in 1978 and in 1985. She has received special awards at the District as part of the Beginning Teacher Training Programs. At the District Level, Ms. Noya spent five years training Principals, Assistant Principals, and teachers in Data Analysis to increase student achievement at their schools. Ms. Noya was very successful in training faculties and staff to achieve high performance standards at various schools throughout Miami-Dade County. She notably made a difference at Kinloch Park Elementary (D-A) and at Dr. Edward L. Whigham Elementary School (D-B). She is a member of the Reading Council, Association of Curriculum and Supervision for Administrators (ASCD), and National Organization for Mathematics and Science Council. Her goal as Assistant Principal for Curriculum is to provide direction to Miami Senior High School and incorporate performance improvement initiatives effectively and efficiently to make MSHS an "A" school.

• Teacher Mentoring:

Miami Senior High School has a Teacher Mentoring Program designed to assist teachers with the realities that they face in teaching, to learn their significance as role models, and to use what they have learned to improve their teaching skills. The program also helps to ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in order to contribute to student success.

New teachers are identified at the beginning of the school year and scheduled to take part in district and school orientations to familiarize them with Miami-Dade County's policies and procedures. After the first orientation meetings and as part of the Professional Growth Process, all Annual Contract teachers are supported by a PACES Professional Growth Team to assist them in the Professional Growth Process.

As part of this process, Annual Contract teachers are matched to mentors that possess great attitude, professional competence, experience, communication and interpersonal skills, and a willingness to serve their new colleagues. Each mentor offers assistance in various specialized areas such as subject matter expertise, the use of technology, classroom management, and the everyday questions involving policies and procedures. The role of these mentors or colleague teachers is strictly supportive.

As part of the activities Miami Senior High School has designed activities to assist new teachers in attaining the initial requirements and skills for early success, monthly meetings are held to address topics as lesson plan development, instructional techniques, classroom management, critical thinking, record keeping, content area strategies, strategies for enhancing reading in the content area alternatives, traditional forms of assessments, PACES evaluation, and the Eight-Step Continuous Improvement Model among others. The Professional Growth Team and the administrator in charge of the Beginning Teacher Program at the school keep the Professional Growth Discussion Guide for future reference, feedback, and modification.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Miami Senior High School has a long history of collegial working relationships dating back to the time when the EESAC evolved from the School Based Management/Shared Decision Making model. The EESAC was consulted on budgetary matters throughout the 2004-2005 school year, committing money to items such as personnel, technology, library/media funding, and student incentives. The EESAC has had considerable input into the expenditure of FCAT enhancement funds. The Principal regularly provides the current financial reports (FR 05-08) to the EESAC Chair and the United Teachers of Dade Designated Steward. The EESAC has monitored all objectives in the current and former School Improvement Plans (SIP) including EESAC-approved staff development components. The current and former SIPs include acquisition of instructional materials approved by the EESAC. In enhancing the technological infrastructure at the school, the EESAC has been involved in the purchase of computers and software. Additionally, the EESAC has been regularly informed about and consulted on the plans to upgrade technology at Miami Senior High School. The EESAC has funded part-time teaching positions since the year 1999-2000, and has been consulted on maintaining this funding.

Matters of school safety and discipline have regularly been brought before the EESAC by members of various stakeholder groups. The EESAC consulted on the implications of Miami Senior High School's becoming a mandatory uniform school. The EESAC will be fully involved in other matters of resource allocation as they pertain to the SIP for 2005-2006 and the broader school budget. To aid in understanding data available to the school, the EESAC has been provided with test scores from other schools in the District and comparisons with other schools in the District, state, and nation.

• Extended Learning Opportunities

Miami Senior High School provides myriad of opportunities for student learning outside the traditional classroom environment. Among these programs are: after-school tutoring in numerous disciplines for both remedial and advanced classes; pull-out tutoring for Limited English Proficient students in Reading and Mathematics; FCAT Saturdays for improvement in reading, mathematics, science, and writing; inclusion models, including co-teaching, in core classes for students in the Exceptional Education program.

• School Wide Improvement Model

Miami Senior High School is implementing the Eight-Step Continuous Improvement Model. This model is based on best practices, provides constant monitoring of performances, addresses the achievement gap between all sub-groups, and supports data-driven decision-making. Data has been collected to identify student with deficiencies in FCAT objectives and scheduling into FCAT Intensive Reading and Intensive Mathematics classes has been provided. A school wide time line which encompasses all tested benchmarks has been established. It incorporates the M-DCPS Testing Calendar and the Instructional Calendar which was developed at the beginning of the school year. The school is making sure that every student, regardless of his/her ethnicity, economic background, disability, language ability, or participation in a special program, has an opportunity to succeed. Data is constantly collected and analyzed to identify strategies that enhance student learning, and adjustments are made as necessary. Administrators and instructional leaders have been monitoring classroom instruction, vertical team meetings, and departmental meetings to make sure that the school wide process is successfully implemented.

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 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 will improve their reading skills and knowledge, make learning gains, and demonstrate mastery on the Sunshine State Standards.

Needs Assessment

Student test scores at Miami Senior High School reveal that our greatest weakness is in the area of reading. On every test, at every grade level, reading scores are at a very low level. An assessment of the reading data, derived from the 2005 FCAT reading scores reveals that approximately 76% of the ninth grade students' and 80% of the tenth grade students are reading below grade level, and are enrolled in an Intensive Reading class. Approximately 13% of the ninth grade students are reading at a 0-3.9 grade level, 75% at a 4-6.9 grade level, and 12% at a 7-above grade level as measured by the Gates-MacGinitie Post-Test given in May, 2005. Please note, all students were tested again in September, 2005, and this may indicate that some adjustments may be made accordingly. Approximately 18% of the tenth grade students are reading at a 0-3.9 grade level, 19% at a 4-6.9 grade level, and 43% at 7-above grade level. The eleventh and twelve grade students' average reading level is at the seventh grade level.

Ninth and tenth grade students' performance on the individual benchmarks tested on the 2005 FCAT Reading Test are as follows: the tenth grade students had a mean score of 4 out of 17 possible points on the Words/Phrases cluster, 9 out of 19 possible points on the Main Idea/Author's Purpose cluster, 6 out of 10 possible points on the Comparison cluster, and 7 out of 15 possible points on the Reference/Research cluster. The ninth grade students had a mean score of 3 out of 6 possible points on the Words/Phrases cluster, 8 out of 16 possible points on the Main Idea/Author's Purpose cluster, 6 out of 11 possible points on the Comparisons cluster, and 6 out of 12 possible points on the Research/Reference cluster.

Considering these results, students' greatest need in the area of reading involves direct instruction in vocabulary development via a school-wide program that includes the following components: contextual analysis, teaching vocabulary through word parts/etymology studies, through the use of Graphic Organizers and Charts, such as the Concept of Definition Maps, Vocabulary Maps, the Frayer Model, Semantic Feature Analysis Word Elaboration, Sentence and Word Expansion, and Word Combining. A majority of our teachers have been trained on the use of these strategies, as a result of being Project CRISS trained and/or having attended vocabulary in-services during the 2004-05 school year. Provisions have been made to train new teachers on Project CRISS at the school site this school year. It is also important to note that teachers will be trained on October, 2005, on differentiating instructional practices in the reading classrooms, following the Just Read, Florida! K-12 Research-Based Comprehensive Reading Plan class framework.

The fact that students require assistance with their vocabulary development should not understate the importance of offering these students' direct instruction on the other tested benchmarks included in the FCAT Reading Test. This is determined by the ninth and tenth grade students' achievement on the other tested benchmarks that indicate that their overall performance on each of the separate benchmarks is below the proficiency level. As a result of this, our students also require direct instruction in reading comprehension skills, which includes, but is not limited to, all of the tested benchmarks included in the FCAT Reading Test. Following the Just Read Florida! Comprehensive Reading Plan, a literacy leadership team will be formed, (consisting of the Principal, administrators, the Reading Coach, other representatives across the content areas, a student, and a parent to assist with implementing the school-wide reading program during the 2005-06 school year.)

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade nine and ten will improve their reading skills as evidenced by 44% scoring at FCAT Achievement Level level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, White students in grade nine and ten will improve their reading skills as evidenced by a 24 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Economically Disadvantaged students in grade nine and ten will improve their reading skills as evidenced by a 26 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Hispanic students in grade nine and ten will improve their reading skills as evidenced by a 25 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test..

Given instruction based on Sunshine State Standards, African-American students in grade nine and ten will improve their reading skills as evidenced by a 29 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Students With Disabilities (SWD) students in grade nine and ten will improve their reading skills, as evidenced by a 44% increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grade nine and ten will improve their reading skills, as evidenced by 44% increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on Sunshine State Standards, Level 1 students in grade nine and ten will improve their reading skills, as evidenced by 50% of students making annual learning gains on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Intensive Reading teachers with classroom libraries that contain structured independent learning activities that tie to the independent reading time.	Principal Assistant Principal, APC Assistant Principals All Reading Teachers	8/8/2005	5/26/2006
Provide individualized research-based reading materials such as the Read XL program and the	Assistant Principal, APC Reading Coach	8/8/2005	5/26/2006

SRA Corrective Reading program and classroom libraries to all students enrolled in different levels of Intensive Reading Classes.			
Utilize data-driven instruction based on the various formative and summative assessments such as the Gates-MacGinitie reading pre/post tests, the Oral Reading Fluency progress monitoring, reading/writing portfolios, and common reading department FCAT-like midterm and final exams.	Principal Assistant Principal, APC Reading Coach Intensive Reading Teachers	8/8/2005	5/26/2006
Support students with disabilities in inclusive settings with after-school and Saturday tutoring. Student in the inclusion model will receive additional support from facilitative teachers and in their Learning Strategies classes.	Principal Assistant Principal, ESE ESE Department Chair ESE Teachers	8/8/2005	5/26/2006
Provide one-on-one/small group tutoring to all ESOL students who require additional support in reading and language arts through the Home Language Assistance Program (HLAP).	Assistant Principal, ESOL Home Language Assistance Teachers	8/8/2005	5/26/2006
Utilize Voyager/Passport Intervention Program in order to differentiate instruction (ESOL levels) through the Developmental Language Arts classes.	Assistant Principal, APC Assistant Principal, ESOL (ESOL) Developmental Language Teachers	8/8/2005	5/26/2006
Structure after-school and Saturday tutoring in reading, utilizing the Steck-Vaughn Learning 100 and the Thompson-Peterson's FCAT Preparation Programs.	Assistant Principals After-School and Saturday Reading Tutors	8/8/2005	5/26/2006
Provide all teachers (school-wide) with an FCAT Reading benchmark calendar to assist teachers in addressing the various tested FCAT reading benchmarks.	Assistant Principal, APC Reading Coach All Teachers	8/8/2005	5/26/2006
Monitor the Reading Rocks program during the first 10 minutes of every period, to total a minimum of 40 minutes of independent reading during the school day	Principal Assistant Principal, APC Assistant Principals All Classroom Teachers	8/8/2005	5/26/2006
Utilize Project CRISS strategies on assigned content area related articles (1,000 – 1,300 words) to improve reading skills.	Assistant Principal, APC Reading Coach All Teachers	8/8/2005	5/26/2006
Implement the Read 180 program in inclusion classrooms to improve SWD students' reading skills.	Assistant Principal, ESE ESE Department Chair ESE Teachers	8/8/2005	5/26/2006
Utilize the software programs that address the students' individual educational needs. These are a) Steck-Vaughn Learning 100, b) Accelerated	Principal Intensive Reading Teachers After-School	8/8/2005	5/26/2006

Reader, c)Read 180, d) Get a Clue Vocabulary Program.	Reading Tutors		
Administer bi-weekly assessments of addressed benchmarks and district provided quarterly assessments in Reading.	Principal Reading Coach All Teachers	8/8/2005	5/26/2006
Enroll all students who scored FCAT Achievement Level 1 or 2 in Intensive Reading class, in addition to their Language Arts class.	Assistant Principal, APC Assistant Principals Head Guidance Counselor Reading Coach	8/8/2005	5/26/2006
Utilize research-based reading strategies in all of the Intensive Reading classes and Language Arts classes that include, differentiated instruction, Read Alouds, Think Alouds, Project CRISS, Peer-Tutoring Program, and Testbusters Program.	Assistant Principal, APC Reading Coach Intensive Reading Teachers	8/8/2005	5/26/2006
Provide Intensive Reading teachers with professional development, consisting of a series of in-services on research-based best practices in the delivery literacy instruction during the 2005-06 school year.	Assistant Principal, APC Assistant Principals Reading Coach	8/8/2005	5/26/2006

Research-Based Programs

The following research-based reading programs form the basis of our reading program. They are as follows: a) SRA Corrective Reading Program (reinforces phonics and phonemic awareness skills among students reading from 0-3.9 grade levels), b) Steck-Vaughn Learning 100 program, c) Testbusters Peer-Tutoring program that follows the research-based peer-tutoring program based on PALS, which utilizes the Reciprocal Teaching strategy, and pairing students by reading levels. c)Core Reading Basal(s)-Scholastic XL, SRA Corrective Reading Program, and Source Books (pending order).

Professional Development

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

Also, Professional Development in Research-Based Content Area Reading Strategies will be provided for all of the teachers across the curriculum during the 2005-06 scheduled Professional Development activities.

Additional Professional Development:

Edusoft Training

Snapshot Training

Data Analysis Training

Differentiated Instruction Training

Advanced Academic Placement Strategies

Project CRISS

ESOL/ESE Strategies

Riverdeep

FCAT Explorer

8-Step Continuous Improvement Model

Curriculum Mapping

Evaluation

2006 FCAT Reading Results demonstrating individual student learning gains.

Gates-MacGinitie Reading Pretest and Posttest for placement in reading classrooms and to adequately measure growth in reading comprehension and vocabulary.

State-mandated Oral Reading Fluency Probes given quarterly to provide teachers with progress monitoring that informs instruction.

AIPs for level 1 students in order to individualize the reading program for those students.

Data from supplemental reading software programs such as Accelerated Reader, Steck-Vaughn Learning 100, FCAT Task Performance Scoring (tenth grade students), Thompson-Peterson FCAT program, and the Get a Clue Vocabulary program for select students.

SRA Corrective Reading program assessment tools.

Data from common Reading Benchmark Mini-Assessments and common FCAT-like Midterm and Final examinations.

Administrative evaluation of lesson plans via PACES evaluation(s).

Data collection every nine weeks to determine the percent of students performing below a "C" in all reading courses.

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 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 will improve their mathematics skills and knowledge, make learning gains, and demonstrate mastery on the Sunshine State Standards.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test (FCAT) mathematics score indicated that 58% of all ninth grade students performed below FCAT achievement level 3. The needs assessment reveals that while students in grade nine require remediation in all tested benchmarks, the greatest areas of need are Geometry and Measurement.

Results of the 2005 FCAT Mathematics scores indicate that 45% of all tenth grade students performed below FCAT achievement level 3. The needs assessment reveals that while students in grade tenth require remediation in all tested benchmarks, the greatest areas of need are Geometry and Measurement.

Analysis of the data shows that the federal No Child Left Behind Act (NCLB) subgroups who were most deficient in Mathematics and failed to make adequate yearly progress are the 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	GRADUATIO N RATE
<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 50% of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 18 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 38 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Level 1 students in grade nine and ten will improve their mathematics skills as evidenced by 50% of students making annual learning gains on the 2006 administration of the FCAT Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students in grades eleven and twelve who have not passed the mathematics portion of the FCAT with Intensive Mathematics classes.	Assistant Principal, APC Guidance Counselors	8/8/2005	5/26/2006
Provide after school tutoring and Saturday FCAT tutoring for all students using the Peterson's Software Program	Assistant Principal, APC Mathematics Department Chair Mathematics Coach Mathematics Teachers	8/8/2005	5/26/2006
Administer bi-weekly assessments of addressed benchmarks and district-provided quarterly assessments in Algebra I and geometry.	Principal Assistant Principal, APC Mathematics Department Chair Mathematics Coach Algebra I Teachers Geometry Teachers	8/8/2005	5/26/2006
Utilize software programs to diagnose and monitor progress in mathematics. (FCAT Explorer, Riverdeep, Cognitive Tutor).	Assistant Principal, APC Mathematics Department Chair Mathematics Coach	8/8/2005	5/26/2006

	Mathematics Teachers		
Provide SWD students with after school tutoring in Mathematics two times a week. Students in the inclusion model will receive additional support from facilitative teachers and in their Learning Strategies classes.	Principal Assistant Principal, ESE ESE Department Chair ESE Mathematics Teachers	8/8/2005	5/26/2006
Provide LEP students with home language assistance in mathematics by pullouts during mathematics classes. Teachers will also incorporate peer teaching in the classroom.	Principal Assistant Principal, ESOL ESOL Department Chair (ESOL) Home Language Assistance Teachers	8/8/2005	5/26/2006
Increase the number of students scoring 4 and 5 on the Advanced Placement Exams by assessing and monitoring quarterly assessments from the College Board via the web and the utilization of CDs Practice Tests.	Assistant Principal, APC Mathematics Department Chair Mathematics Coach Mathematics Teachers	8/8/2005	5/26/2006
Provide all mathematics teachers with selected classroom libraries to infuse reading in their classroom. District provided list.	Principal Assistant Principal, APC Mathematics Department Chair Mathematics Coach Mathematics Teachers	8/8/2005	5/26/2006
Provide all teachers with an FCAT benchmark calendar to assist teachers in addressing the various tested FCAT mathematics benchmarks.	Assistant Principal, APC Mathematics Department Chair mathematics Coach mathematics Teachers	8/8/2005	5/26/2006
Develop Scope and Sequence and Curriculum Maps for all Mathematics classes.	Assistant Principal, APC Mathematics Department Chair Mathematics Coach Mathematics Teachers	8/8/2005	5/26/2006
Utilize Project CRISS strategies on assigned mathematics related articles (1,000 – 1,300 words) to improve reading skills.	Assistant Principal, APC Mathematics Department Chair Mathematics Coach Mathematics Teachers	8/8/2005	5/26/2006
Provide students in grades nine and ten who scored at FCAT Achievement Level 3 and below with Intensive Mathematics classes.	Assistant Principal, APC Guidance Counselors	8/8/2005	5/26/2006

Research-Based Programs

The Mathematics Department utilizes the state-adopted series from Glencoe and McDougal Littell for Algebra I and Geometry.

Supplemental Resources:

Cognitive Tutor

Professional Development

Edusoft Training

Snapshot Training

Data Analysis Training

Differentiated Instruction Training

Advanced Academic Placement Strategies

Project CRISS

ESOL/ESE Strategies

Riverdeep

FCAT Explorer

8-Step Continuous Improvement Model

Curriculum Mapping

Evaluation

Bi-weekly assessment, district-provided quarterly assessment, research-based software (Petersons, FCAT Explorer, and Integrated Math), teacher-made evaluations, and Edusoft.

Teachers will monitor student progress through the year and make necessary adjustments on AIPs.

Results of the 2006 FCAT Mathematics Test will be used to indicate what percentage of students score Achievement Level 3 or above.

Data Collection every nine weeks to determine the percentage of students performing below a “C” in all mathematics courses

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 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 3 STATEMENT:

Students will expand their writing skills and achieve mastery in the Sunshine State Standards in the area of writing.

Needs Assessment

An analysis of the 2005 FCAT Writing scores indicate that 86% percent of the students scored 3.0 and 74% scored 3.5 in expository writing and 92% percent of students scored 3.0 and 87% scored 3.5 in persuasive writing. The mean score for expository writing was 3.6, and the mean score for persuasive writing was 4.1; the combined mean score is 3.9. At least 89% met high standards in writing. In analyzing the data, an emphasis on expository prompt writing needs to take place.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a 1% increase of students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training on FCAT writing style prompts and the use of the FCAT Writing Rubric to remediate the number of students whose scores are below 4.0.	Assistant Principal, APC Assistant Principal Language Arts Department Chair Language Arts All Language Arts Teachers	8/8/2005	5/26/2006
Provide Professional Development workshops for the entire staff to include the FCAT Writing Rubric and curriculum maps.	Principal Assistant Principal, APC Assistant Principal, LA All Department Chairs	8/8/2005	5/26/2006
Require an essay component in the mid-term and final exams in all subject areas.	Assistant Principal, APC All Department Chairs	8/8/2005	5/26/2006
Require students in all content area classes to write one or more essay(s) in addition to the mid-term and the final exam.	Assistant Principal, APC Assistant Principal Language Arts All Department Chairs All Language Arts Teachers All Content Area Teachers All Vocational Teachers	8/8/2005	5/26/2006
Provide staff development opportunities for tenth grade teachers that will demonstrate creative ways to teach voice, word choice, sentence fluency, and sentence variety.	Assistant Principal, APC Assistant Principal, Language Arts Department Chair, LA All Language Arts Teachers	8/8/2005	5/26/2006
Implement peer-tutoring strategies and after-school tutoring program, to assist low performing students.	Principal Assistant Principal, APC Assistant Principal Language Arts All Language Arts Teachers	8/8/2005	5/26/2006
Provide LEP students identified by the District's Writing Pre-Test as having scored 3.0 and below with after-school tutoring to enhance their writing skills.	Assistant Principal, ESOL ESOL Department Chair ESOL) Teachers	8/8/2005	5/26/2006
Provide SWD students in the inclusion model with additional support from facilitative teachers and in	Assistant Principal, ESE ESE Department Chair	8/8/2005	5/26/2006

the Learning Strategies classes.	ESE Language Arts Teachers		
Increase the number of students scoring 4 and 5 on the Advanced Placement Exams by assessing and monitoring quarterly assessments from the College Board via the web and the utilization of CDs Practice Tests.	Principal Assistant Principal, APC All Language Arts Teachers	8/8/2005	5/26/2006
Require two writing examples per month in all nine and tenth grade students' folders: persuasive and expository essays (one of each) that demonstrate progress toward a score of at least 4.0 using the FCAT Writing Rubric.	Assistant Principal, APC Assistant Principal Language Arts Language Arts Teachers	8/8/2005	5/26/2006

Research-Based Programs

Resources:

Prentice Hall Literature (Grades 9-12)

Prentice Hall Grammar and Communication (Grades 9-12)

Professional Development

Reading Strategies

Data Analysis/Differentiated Instruction

Data Analysis/Action Research

Inclusion Strategies/Technology

Writing Rubric Strategies Advanced Academic Strategies

Brain Research

8-Step Continuous Improvement Model

Project CRISS

Six Traits of Writing

Curriculum Development/Mapping

Vocabulary Development

Evaluation

The survey of the objective will be measured by the results of the 2006 FCAT administration of FCAT Writing Test results.

The following evaluative tools will be used to assess the efficiency of the program, and progress will be monitored by:

District Interim Assessments

Pre/Post and Practice FCAT Writes Test

Student Writing Folders

2005 AYP School Report

In-House Writing Projects

Data collection every nine weeks to determine the percent of students performing below a "C" in all Language Arts courses.

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 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 will improve their science skills in order to master the Sunshine State Standards in the area of science.

Needs Assessment

An analysis of the FCAT Science Test results indicates the following. The mean scale score of students at Miami Senior High School increased from 262 in 2004 to 271 in 2005, an increase of 9 points. The scores reflect that students at Miami Senior High School scored 4 points below the District's mean scale score and 22 points below the state's mean scale score. Further analysis of the results indicates that the mean points earned by content clusters for Physical/Chemical was 5 out of the possible 14, Earth/Space was 5 out of possible 11, Life/Environmental was 5 out of 15, and Scientific Thinking was 6 out of possible 11.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students scoring 4 and 5 on the Advanced Placement Exams by assessing and monitoring quarterly assessments from the College Board via web and the utilization of CDs Practice Tests.	Assistant Principal, APC Assistant Principal, Science All Science Teachers	8/8/2005	5/26/2006
Provide all science teachers with selected classroom libraries to infuse reading in their classroom. District-provided list.	Principal Assistant Principal, APC Assistant Principal, Science Science Department Chair Science Teachers	8/8/2005	5/26/2006
Conduct at least four hands-on activities which emphasize the annually assessed benchmarks every nine weeks.	Assistant Principal, APC Assistant Principal, Science Science teachers	8/8/2005	5/26/2006
Provide a variety of instructional strategies to address students' learning and language differences.	Assistant Principal, APC Assistant Principal, Science Science teachers	8/8/2005	5/26/2006
Incorporate mini-post test questions into unit tests in Earth/Space Science and Biology classes to monitor student's progress in FCAT tested benchmarks.	Assistant Principal, APC Assistant Principal, Science Science Department Chair, Biology and Earth Space Teachers	8/8/2005	5/26/2006
Identify target groups for after school tutoring and Saturday tutoring to ensure that low achieving students will increase their scores on the FCAT Science Test.	Principal Assistant Principal, APC Assistant Principal, Science Science Department Chair, Science Teachers	8/8/2005	5/26/2006
Facilitate LEP students with "Home-Language" tutoring by scheduled pullouts during science classes. Teachers will also incorporate peer teaching in the classroom.	Assistant Principal, ESOL Science Department Chair Science Teachers, ESOL Department Chair	8/8/2005	5/26/2006
Provide SWD students with after school tutoring in science two times per week. Students in the inclusion model will receive additional support from facilitative teachers and in their Learning	Assistant Principal, ESE Science Department Chair Science Teachers ESE Teachers	8/8/2005	5/26/2006

Strategies classes.			
Utilize Project CRISS strategies on assigned science related articles (1,000 – 1,300 words) to improve reading skills.	Assistant Principal, APC Assistant Principal, Science Science Department Chair Science Teachers	8/8/2005	5/26/2006
Provide all teachers with an FCAT science benchmark calendar to assist teachers in addressing the various tested FCAT science benchmarks.	Assistant Principal, APC Assistant Principal, Science Science Department Chair Science Teachers	8/8/2005	5/26/2006
Develop Scope and Sequence and Curriculum Maps for all science classes.	Assistant Principal, APC Assistant Principal, Science Science Department Chair Science Teachers	8/8/2005	5/26/2006

Research-Based Programs

The science classes utilize core state-adopted series from Holt, Rinehart, and Winston, Visualizing Biology, and Prentice Hall, Science Insight: Exploring Earth/Space

Supplemental Resources:

Web Based Program – Riverdeep

Professional Development

Edusoft Training

Snapshot Training

Data Analysis Training

Differentiated Instruction Training

Advanced Academic Placement Strategies

Project CRISS

ESOL/ESE Strategies

Riverdeep

FCAT Explorer

Eight-Step Continuous Improvement Model

Curriculum Mapping

Evaluation

Performance in science will be evaluated by student scores of the 2006 FCAT administration of the FCAT Science Test. Formative assessments which will be used to monitor progress and will be administered by Earth Space and Biology teachers.

Teachers will monitor student progress through the year and make necessary adjustments on AIPs.

Data collection every nine weeks to determine the percent of students performing below a "C" in all Science courses.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Miami Senior High School (MSHS) will provide parents meaningful opportunities to participate in the academic, behavioral, and social development of their children. Parental Involvement is crucial to the success of MSHS, its students and community.

Needs Assessment

Results from the 2004 – 2005 School Climate Survey indicate that 72% of the faculty and staff agreed that their ability to do their best with the students is limited by the lack of concern/support from parents. In addition, the survey indicates the following:

Most parents are of Hispanic origin (immigrants) and are not familiar with the language and district, state, and/or federal requirements;

Most parents work extremely long hours which hinders their ability to participate in their children’s education; and

Most parents have difficulty with transportation; therefore, it makes it difficult for students to participate in After-school and Saturday tutoring.

These particular challenges facing a largely-immigrant community must be addressed to ensure continuing academic improvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parent-teacher-counselor conferences as evidenced by comparing parent-teacher-counselor logs for the 2004-2005 and 2005 -2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent workshops on the use of the Grade book Viewer and FCAT strategies to improve academic achievement.	Assistant Principal, Title I Parent Access Center, CIS Social Worker CAP Advisor	8/8/2005	5/26/2006
Monitor Student Services data on strategies implemented for students to achieve academic, psychological balance, and emotional stability.	Principal Assistant Principal, APC Guidance Counselors	8/8/2005	5/26/2006
Conduct a Saturday Parenting Class for parents of students placed on outdoor suspension.	Assistant Principal, Title I Parent Access Center, CIS Social Worker	8/8/2005	5/26/2006
Provide parents with an annual newsletter identifying dates for the following: FCAT testing, college board testing, FCAT tutoring, academic tutoring dates and times, as well as interim progress and report card dates, graduation requirements, and promotion.	Administrators Student Services Department Parent resource Center, CIS Social Worker CAP Advisor Career Specialist	8/8/2005	5/26/2006
Provide written information and encourage parents to attend the M-DCPS "Parent Academy".	Assistant Principal, Title I Parent Resource Center, CIS Social Worker	8/8/2005	5/26/2006
Conduct monthly parent workshops to assist parents with skills needed for employment, immigration problems, and social and health care issues.	Assistant Principal, Title I Parent Access Center, CIS Social Worker	8/8/2005	5/26/2006
Provide parents with FCAT websites links to assist with home learning.	Assistant Principal, Title I Parent Access Center, CIS	8/8/2005	5/26/2006
Create a Parent Recognition Program to provide parents with incentives to increase parental involvement in the school.	Assistant Principal, Title I Parent Access Center, CIS Social Worker	8/8/2005	5/26/2006
Contact parents via phone and written communication to address students' attendance problems.	Administrators Administrative Assistant Parent Access Center, CIS	8/8/2005	5/26/2006
Conduct a Family Fest Day to encourage parents, students, and faculty and staff member interaction.	Administrators Student Services Department	8/8/2005	5/26/2006

	Parent Access Center, CIS Social Worker CAP Advisor Career Specialist Activities Director		
Conduct home visits to support parents of truant and failing students.	Principal Parent Resource Center, CIS	8/8/2005	5/26/2006

Research-Based Programs

National Standards for Parents and Family Involvement Programs.

Professional Development

Title I sponsored workshops related to cultivating parental involvement will be provided by Title I school site personnel.

Evaluation

Parental involvement evaluations will be continuous utilizing all of the following: Parent-Teacher-Counselor logs, Community Involvement Specialist records and logs, Educational Excellence School Advisory Council (EESAC) attendance logs, Workshop attendance rosters, Parent Academy records, and Parent Grade book Viewer Counter.

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

GOAL 6 STATEMENT:

Provide a safe learning environment for all students, staff, and faculty at Miami Senior High.

Needs Assessment

A review of the 2004-2005 school safety and discipline data was conducted. The data indicated that 477 students served outdoor suspensions and 1,002 students served indoor suspensions. The school climate survey indicates that 81% of the students and 87% of the staff feel safe and secure at Miami Senior High School. Although 17% agreed that violence is a problem, continuing efforts will be made to reduce the number of outdoor suspensions and provide a safe learning environment students and staff.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate students on the importance of maintaining a safe learning environment through orientations and guest speakers from local law enforcement groups.	Administrators All Teachers Guidance Counselors Trust Counselor	8/8/2005	5/26/2006
Encourage parents to attend classes offered through the District's newly developed Parent Academy or the school's Parent Resource Center to provide assistance in the monitoring of their child's educational progress.	Administrators All Teachers	8/8/2005	5/26/2006
Encourage students to take part in Peer Mediation, Group Counseling, and Individual Counseling. In-School suspension and Saturday School will also be provided as an alternative to Outdoor Suspension.	Administrators All Teachers Guidance Counselors Trust Counselor	8/8/2005	5/26/2006
Distribute and review the Student Code of Conduct with all students via homerooms.	Administrators All Teachers Security Staff	8/8/2005	5/26/2006

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

Utilization of district reports will be analyzed to ensure student records are accurate and referrals have been inputted into the ISIS Mainframe Terminal system.

Results of the School Climate Surveys

End of the year incident report, (SESIR system)

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

GOAL 7 STATEMENT:

Promote the full integration of technology in all departments and by all teachers to enhance the impact of technology on the total Miami Senior High School Community.

Needs Assessment

Miami Senior High School now has a high availability of technology resources, and excellent access to web-based applications. Efforts are already under way to deliver technologically-assisted instruction in more effective ways, but there is a need to spread the impact of current technology to the larger school community.

Measurable Objective

Given attention to the need to utilize 21st century technology and communications media to the Miami Senior High School community, the majority of school departments and entities will develop school-hosted web pages and there will be a minimum of a 50% increase in the number of teacher web pages.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a school template, in conjunction with Web Design teachers and students, to allow each department and individual teachers to create a school-hosted web page.	Assistant Principal, Technology Web Design Teachers All Department Chairs	8/8/2005	5/26/2006
Create a Web development team to monitor the development and implementation of web activities.	Assistant Principal, Technology Department Chairs Computer Specialists	8/8/2005	5/26/2006
Conduct and explore the possibility of posting student and faculty work, educationally sound links, and other items to department and teacher web pages.	Principal Assistant Principal, Technology Department Chairs Computer Specialists All Teachers	8/8/2005	5/26/2006
Initiate the purchasing of licenses, if needed, for appropriate web-authoring and hosting software.	Assistant Principal, Technology Computer Specialists	8/8/2005	5/26/2006
Compile baseline data on the current Miami Senior High School web presence.	Assistant Principal Technology Department Chairs Computer Specialists All Teachers	8/8/2005	5/26/2006
Design an area on the school-hosted web page for documentation of school policies and procedures such as class rules, expectations, course syllabi, curriculum maps, and other items of educational value to be available to all students.	Principal Assistant Principal, Technology Department Chairs All Teachers	8/8/2005	5/26/2006

Research-Based Programs

Not applicable

Professional Development

Provide teacher with skills and knowledge necessary to integrate technology into the curricula as a tool for learning. Training will be provided on web-authoring software and other tools which will be needed to complete the objective.

Instructional technology workshops on Web Design

Cognitive Tutor

Read 180

Atomic Learning

Evaluation

Provide a summative reporting process quarterly to ensure that appropriate monitoring is taking place on the design of the school-hosted web page . Current Web presence will be compared to that existing at the end of the school year.

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 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 8 STATEMENT:

Enhance the overall student health and fitness among students in grades nine through twelve by promoting awareness of healthy lifestyle choices and behaviors.

Needs Assessment

Results of the Physical Fitness - Test Summary indicates that of 1,308 students tested, 176 received the gold award and 608 received the silver award. Ninety-six percent of the students were tested and 60% receive the FITNESSGRAM award. Students are not generally aware of the need to form healthful choices in their lifestyle, especially in regard to physical activity. Many students emphasize sedentary behaviors and poor nutritional choices in their lifestyles, which are major contributors to childhood and adult obesity; therefore, there is a need to increase the overall awareness of good nutrition and physical fitness among all students.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by 5 percentage points in the number of students' who pass the FITNESSGRAM test in the spring 2006 FITNESSGRAM administration as compared to the spring 2005 FITNESSGRAM administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize skills required to pass the six-part FITNESSGRAM test by teachers of personal fitness, weight training, and team sports.	Assistant Principal, Athletics Physical Education; Department Chair Physical Education Teachers	8/8/2005	5/26/2006
Emphasize calisthenics and strength training in all physical education classes.	Assistant Principal, Athletics Physical Education; Department Chair Physical Education Teachers	8/8/2005	5/26/2006
Conduct meetings regularly to discuss the overall program, provide for student needs, and ensure continuity in instruction across grade levels.	Assistant Principal, Athletics Physical Education; Department Chair Physical Education Teachers	8/8/2005	5/26/2006
Provide instruction on proper nutrition in Health, Physical Education, and Driver's Education classes.	Assistant Principal, Athletics Physical Education; Department Chair Physical Education Teachers	8/8/2005	5/26/2006

Research-Based Programs

Not applicable

Professional Development

In-house professional development will be undertaken for teachers responsible for preparing students for and administering the FITNESSGRAM test.

Evaluation

The percentage of students passing the FITNESSGRAM test in the spring of 2006 will be compared to the number who passed in the spring of 2005.

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 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 9 STATEMENT:

Students will achieve high levels of Fine Arts participation and achievement in Board-approved professionally adjudicated events during the school year.

Needs Assessment

There is a necessity to offer students a balanced series of course offerings going beyond the traditional academic subjects. Many of these courses may be linked to careers and occupations to an even greater degree than the academic subjects, and thus form integral parts of students' ongoing needs in the workplace and in post graduate education.

Measurable Objective

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 10% in the 2005-2006 academic year above the levels in the 2004-2005 year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage maximum involvement of students in professionally adjudicated high level authentic assessments in their disciplines.	Administrators Elective Teachers All Elective Department Chairs	8/8/2005	5/26/2006
Provide all students with rubrics, content demands and other standards created by professional organizations in their disciplines.	Assistant Principal, Electives Elective Teachers	8/8/2005	5/26/2006
Administer selected classroom assessments as formative assessments of progress toward mastery levels in the adjudicated events.	Assistant Principal, Electives Elective Teachers	8/8/2005	5/26/2006
Collect ongoing data on reported to department chairs on monthly basis in the 2005-2006 school year.	Assistant Principal, Electives Elective Teachers All Elective Department Chairs	8/8/2005	5/26/2006
Develop baseline data on the level of student involvement in professionally adjudicated high level authentic Fine Arts assessments for 2004-2005 school year.	Administrators Elective Teachers	8/8/2005	5/26/2006

Research-Based Programs

Not applicable

Professional Development

Teachers' professional development plans make reference to training opportunities provided by the professional organizations which conduct the referenced adjudicated events. These include training such as that provided by the Florida Vocal Association, Future Business Leaders of America, and others. Additional training opportunities will be provided the Division of Life Skills.

Evaluation

Teachers' professional development plans make reference to training opportunities provided by the professional organizations which conduct the referenced adjudicated events. These include training such as that provided by the Florida Vocal Association, Future Business Leaders of America, and others. Additional training opportunities will be provided the Division of Life Skills.

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 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

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

GOAL 10 STATEMENT:

School funds will be expended in a manner which promotes student achievement in alignment with State and District goals.

Needs Assessment

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

Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving mastery levels in reading, mathematics, and writing and/or making appropriate learning gains in reading and/or mathematics will increase in the 2006 FCAT administration as compared to the levels achieved in 2005 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocations.	Administrators UTD Designated Steward EESAC Chair	8/8/2005	5/26/2006
Monitor expenditure of school funds to ensure that those expended will aid in raising student achievement and the achievement of goals in the SIP. The EESAC Chair will monitor and provide feedback to the EESAC.	Administrators UTD Designated Steward EESAC Chair	8/8/2005	5/26/2006
Monitor formative assessments found in other sections of the SIP to determine the efficacy of programs funded in raising student achievement levels.	Administrators UTD Designated Steward EESAC Chair	8/8/2005	5/26/2006
Acquire information about the use of financial resources in relation to school programs.	Administrators UTD Designated Steward EESAC Chair	8/8/2005	5/26/2006

Research-Based Programs

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

Professional Development

Budget Training

Evaluation

Scores on the 2006 FCAT administration of the FCAT will be compared to the 2005 administration. ROI scores over all available years will be compared.

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 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 type="checkbox"/>

GOAL 11 STATEMENT:

To graduate students into a Global Economy within a four year track.

Needs Assessment

The School Profile indicates that the total dropout rate was 3.0% and 20.8% were not promoted. The breakdown is as follows: Ninth grade students dropout rate 1.7% and 28.5% not promoted, tenth grade students dropout rate 2.1% and 23.5% not promoted, eleventh grade students 8.3% dropout rate and 23.5% not promoted, and twelfth grade students 9.0% dropout rate and 14.7% not promoted. There is need to increase percentage of students receiving a standard diploma within a four year period.

Measurable Objective

Given emphasis on Small Learning Communities the graduation rate will increase by 1% as evidenced by the 2006 Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create small learning communities for ninth grade students. The communities will be comprised of 5 teams with one Lead Teacher, 5 Academy Leaders, 25 core subject area teachers, 3 counselors, a career specialist, and a cohort of approximately 200 students.	Principal Assistant Principal, APC Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/8/2005	5/26/2006
Utilize data-driven instruction to group students according to their individual needs based on bi-weekly and quarterly assessments.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Utilize project-based, authentic assessments and real world experiences to monitor student progress.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Design a new disciplinary plan and referral procedures for ninth grade students abiding by M-DCPS guidelines to minimize referrals.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Integrate academic and technical curricula.	Assistant Principal, APC Lead Teacher Academy Leaders Vocational Teachers	8/8/2005	5/26/2006
Require students to meet all state and local requirements for graduation.	Principal Assistant Principal, APC Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/8/2005	5/26/2006
Utilize Discover, software program, in grades nine through twelve to create e-portfolios and choose career pathways.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Create professional development communities where teachers have the opportunity to work collaboratively to improve their skills and curriculum.	Assistant Principal, APC Lead Teacher Academy Leaders All Learning Community Teachers	8/8/2005	5/26/2006
Provide a more personalized learning environment where every student has an adult advocate.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006

	All Learning Community Teachers		
Implement Tools for Success, Foundation Course, which focuses on educational achievement, social development, and career pathways.	Principal Assistant Principal, APC Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/8/2005	5/26/2006
Develop interdisciplinary curriculum maps and interdisciplinary thematic units.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Collaborate with Florida Career College to provide incentives on a nine-week basis to the most improved students within the teams and the best overall student within all academies.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006
Monitor attendance every nine weeks to reduce cutting number of unexcused absences.	Assistant Principal, APC Lead Teacher Academy Leaders	8/8/2005	5/26/2006

Research-Based Programs

National High School Reform Framework Alliance

Professional Development

High Schools to Work Learning Community Conferences

District Assistance – Designing Learning Communities.

Evaluation

Graduation rate will be compared from previous year 2004-2005 to determine the percentage of change in the graduation rate in 2005-2006.

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:

he EESAC recommends budgetary options to the Principal throughout the year. In the 2004-2005 school year the EESAC committed money to items such as personnel, professional development, and Advanced Academic tutoring. The EESAC has had considerable input into the expenditure of FCAT enhancement funds. The Principal regularly provides the current financial reports to the EESAC Chair and the UTD Designated Steward. It is planned to create a sub-committee of the EESAC to track budgetary matters more closely, particularly in view of the focus on Return on Investment (ROI).

Training:

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

Instructional Materials:

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

Technology:

The EESAC recommends strategies for the SIP which utilize technology. Additionally, the EESAC has provided considerable funds for technology enhancement in school year 2005-2006.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC recommends items to the Principal allowing it to be fully involved in other matters of resource allocation especially as they pertain to the SIP for 2005-2006 and the broader school budget. Members of the EESAC have regularly been provided with timely copies of the school budget reports.

Benchmarking:

The EESAC recommends methods of comparing academic efforts at Miami Senior High School to those of other similar schools as well as other schools in the district, state, and nation.

School Safety & Discipline:

The EESAC recommends actions to the Principal concerning matters of school safety and discipline. The SIP for 2005-2006 contains an objective in this particular area.

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