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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 7511 - Miami Springs Senior High School

*FeederPattern:* Miami Springs Senior

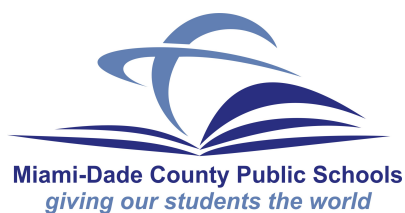
*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Edward Smith

*Adult/Vocational  
Principal:* Zanith Toomes

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Miami Springs Senior High School*

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Miami Springs Senior High School offers a highly qualified staff and a curriculum which provides an environment of high expectations and a strong work ethic leading to achievement and success for all students. The principal and his administrative staff lead the way with a focused mission and vision of student achievement where “A”nything is Possible.

Miami Springs Senior High School Community School is located at 751 Dove Avenue, Miami Springs, Florida 33166. The campus consists of a main two story building, a connected two story science wing, 26 portable classrooms, an 800 seat auditorium, an 1800 seat gymnasium, a full service Media Center, and a 420 seat cafeteria. Outdoor facilities include a field that is used for football, softball, baseball and soccer. In addition, there are basketball courts and a driver’s education range.

Miami Springs Senior High School has returned to a “single shift” model after three years of implementing the “split-shift” model. Currently, there are 3,457 students attending Miami Springs Sr. High in grades nine through 12. In addition to servicing ninth through 12th grade students, there is also an extensive community and adult education program offered during the evening. There are 1012 students in grade nine, a total of 931 in grade ten, a total of 794 in grade 11 and 720 in grade 12. Of the total population, 1709 are male and 1748 are female.

Miami Springs Senior High School’s academic program follows the Sunshine State Standards. The reading and the mathematics department have created Instructional Focus Calendars which allow teachers to teach benchmarks and stream-line the curriculum. The Writing/Reading Action Plan (WRAP) is a school-wide writing element focusing on eight specific reading components and incorporates strategies for writing. These writing strategies include the bi-weekly practice of all components listed on the scoring rubric of the FCAT Writing+.

Miami Springs Senior High School offers a variety of special programs to address a variety of student needs. One such program is our Academy of Hospitality and Tourism program for students interested in hospitality or tourism careers. The Academy of Hospitality and Tourism is a collaborative effort with the National Academy Foundation and the travel and tourism industry. The goal of the academy is to utilize travel and tourism to capture and develop students’ interests in the world around them by providing educational programs enriched with innovative teaching strategies, as well as providing opportunities for students to explore careers in hospitality and tourism. Students are recruited from all areas so the academy serves to better integrate our student population. Another program, "Hawk Academy," assists students who have difficulty in the regular high school setting. Computer-assisted and small group instruction is provided by the Ombudsman corporation contracted by Miami-Dade County Public Schools. Selected students spend a school year attending classes at “Hawk Academy.” They are evaluated to determine their progress and the feasibility of returning to the regular high school setting. Miami Springs Senior High School offers a variety of activities involving students in athletics and school clubs. These co-curricular activities allow students the opportunity to develop social skills. The school’s athletic program includes over 29 teams including junior varsity and varsity levels. These teams participate in district, regional and state competitions. The school has a total of 67 clubs in the activities program with a variety of honor societies, service and interest clubs to accommodate every possible interest.

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

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

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

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

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

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

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by maintaining or increasing by one percent the current level of performance on the 2006 administration of the FCAT Writing+ test.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 275 on the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing Parent Resource Center Logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on discipline and student achievement, student tardies will improve as evidenced by a three percent decrease in the number of students tardy to school during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by one percent monthly during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through 12 will improve their running skills as evidenced by 20 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM test as compared to 17 percent during the 2004-2005 school year.

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by ten percent during 2005-2006 school year as compared to the 2004-2005 school year.

Miami Springs Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 70th percentile in 2003 to the 75th percentile on the next publication of the index.

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a one percent increase in the graduation rate during the 2005-2006 school year as compared to the 2004-2005 school year.

One of the areas for improvement at Miami Springs Senior High School is to increase the involvement of stakeholders in the strategic planning of the school. This section of strategic planning received a score of 3.8. Therefore, during the school year, the plan of the school will be to involve instructional leaders in the decision making process that will affect their departments and teachers. These decisions will include discussions and feedback regarding teacher assignments, purchase of books and materials, and development of curriculum for the 2006-2007 school year.

In addition, according to the survey, the faculty felt comfortable with the overall functioning of the organization with a average score of 4.0. However, within this category, the subsection which outlines the financial position of the organization had an average score of 3.5; therefore, giving the school the opportunity to better inform the faculty on FTE, budgeting and expenditures occuring in the school.

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

## 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 Springs Senior High School

### VISION

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

### MISSION

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

## CORE VALUES

### Academics

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

### Equity

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

### Integrity

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

## *School Demographics*

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Miami Springs Senior High School was established in 1964 on 23.73 acres of land located in the north central area of Miami-Dade County in the center of the City of Miami Springs. The community is made up of single family homes and apartment buildings. The ethnicity of most of the Miami Springs community is White and of middle class income levels. The majority of the community of Miami Springs is made up of retirees and older adults whose children have already reached maturity, so they do not attend the high school.

The ethnic backgrounds are as follows: 2842 Hispanic students, 350 African-American students, 240 White students, 14 Asian students, two Indian students, nine multi-ethnic students. However, the student population comes from different communities residing in the cities of Miami Springs, Doral, Hialeah and Seminola. Our school has a mandatory student uniform policy in addition to a dress code which has been beneficial in easily identifying students and promoting appropriate behavior.

Miami Springs Senior High employs 213 full-time staff and faculty. There are six administrators: one principal, four assistant principals and one administrative assistant. Specifically, there are 119 general education teachers, nine ESOL teachers, 17 ESE teachers, eight counselors, one TRUST counselor, one CAP advisor, one Athletic Director, one Activities Director, one Media Specialist, one AV Specialist, one Technology Coordinator, one Lead Teacher, one Testing Chairperson, one SCSI teacher, one Cafeteria Manager, nine paraprofessionals, eight part-time clerical workers, 11 security monitors and three part-time security monitors, 11 clerical personnel, 11 cafeteria workers, one Head Custodian, and nine full-time custodians and four part-time custodians.

Miami Springs Senior High School has received several recognitions. Miami Springs Senior High School acquired a school grade of "B" for the 2004-2005 school year, the athletic program was award fourth place among high school athletic programs in Miami-Dade County Public School. Its success and winning seasons of girls volleyball, boys wrestling, girls soccer, and boys golf was recognized with this award. Miami Springs Senior High School's mathematics honors club, Mu Alpha Theta, has been awarded the "Most Committed Sponsor Award," Mu Alpha Theta was awarded the Diane Rubin Community Service Award. Several mathematics students attended the National Math Convention in Honolulu, HI and brought back 17 trophies/awards. The Foreign Language students were District Champions during the 2004-2005 French Competition. The Miami Springs Senior High School JROTC program is one that brings structure, formality and creates leaders that will be productive citizen in our communities. The JROTC has competed and won many awards including the Miami South Chamber of Commerce Military Appreciation Week JROTC Cadet Essay Content and achieved the rating of a Honor Unit (2nd highest award) with the JROTC Formal Inspection Program.

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

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



# *School Foundation*

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## ***Leadership:***

An analysis of the data on our Organizational Performance Assessment Survey of 2005 shows an average score of 4.1 in our leadership category. Comparison of the areas demonstrates that the faculty and staff of Miami Springs Senior High School are aware of the school's mission. The goals for the organization are clear and communicated well to the faculty. However, the faculty sentiment toward their input in the decision making process is low at 3.5. Overall, the faculty and staff are satisfied with their school and with the work that they do. The faculty feels that the students, parents and community are also satisfied with the progress that Miami Springs Senior High School has made.

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

The Organizational Performance Survey of the 2005 school year shows that the category of strategic planning received the lowest score of 3.8. Although teachers are confident with data analysis and the work that they are involved in, the faculty does not feel comfortable with the level of involvement they have in decision making.

## ***Stakeholder Engagement:***

The Organizational Performance Survey of the school year 2005 shows that the category of customer satisfaction received the highest rating of 4.3. Overall, the faculty and staff of Miami Springs Senior High School are satisfied with the relationship between the customer and the themselves. The staff understands the needs of the customer, the importance of maintaining conversations with the customer and the staff monitors the effectiveness of their work.

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

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

Miami Springs Senior High School is committed to mentoring on a school-wide basis through the Peer Observation Program. Teachers are encouraged to observe other teachers and provide positive feedback about the observation. The peer observation and feedback promotes a professional learning community focusing on collegial relationships, professional dialogue and improvement in instruction. As the results of the school survey show, this promotes the opportunity for teachers to share best practices ideas, have curriculum conversations and be aware of the

expectations of the organization. The organizational survey for the school year of 2005 shows that the average score for this category is 4.1. This proves that this process is successful in the development of learning communities within our building.

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

Miami Springs Senior High School faculty is familiar with data analysis and the monitoring of such data to make adjustments in the lessons that will allow students to better understand and achieve academic success. This is evident with the average score of 4.1 on the survey for the 2005 school year. In addition, data is reviewed to determine goals for the school and the implementation of strategies to accomplish the goals.

The Miami Springs Senior High School intensive math classes have student monitoring test weekly. This data is compiled and Monday morning the teachers in the department review the data and make adjustments to the focus calendar for the week. In addition, the intensive reading classes are beginning to test their students bi-weekly and review the data to make additional modifications to their focus calendars.

### ***Education Design:***

Extended Learning Opportunities: The survey for the school year 2005 shows that our customer service satisfaction is at an average score of 4.3. In an effort to continue providing academics for our customers, tutorials are available before school, after school and on Saturdays. Saturday tutoring offers a remediation of skills to all sub-groups, with an emphasis on additional supplemental materials and computer assisted instruction. The media center is open before school and after school to give students the opportunity to access reading resource material and the Internet. Adult education is offering a seventh period elective course which emphasizes reading skills for any student interested in receiving additional assistance. Our ESOL pull-out teachers work with students during the day supplementing classroom instruction for those students having difficulty understanding mathematics, science or social studies. Athletic coaches monitor student progress and provide study hall after school for the student athletes.

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

### ***Performance Results:***

Our school wide attendance has dramatically improved over the last three years. As part of the data analysis and knowledgment management process, it is important that we monitor attendance daily. The organizational survey for 2005 shows the area of data management as the second highest category with an average score of 4.1.

The average for 2004-2005 was 95.59, an increase of 1.37 percent from the previous year. An analysis of academics shows that there are 179 students enrolled in gifted classes, 521 students enrolled in Advanced Placement classes, 554 students enrolled in English as a Second Language (ESOL) classes, and 300 students enrolled in Exceptional Student Education (ESE) classes.

## 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 acquire the knowledge, skills and competencies to master reading.

### ***Needs Assessment***

A review of the data revealed that 72 percent of ninth and tenth grade students are still reading below grade level; however, 64 percent of the lower 25 percent did make learning gains. Based on this year's Gates McGinitie testing, the majority of students in grades nine and ten are reading between the fourth and seventh grade levels and require additional intensive instruction in fluency, comprehension and context clues.

Specifically, students in grade nine are more capable in cluster two (Main Idea, Plot, and Author's Purpose) and cluster three (Comparison, Contrast, Cause and Effect). On the other hand, they need additional assistance with cluster one (Words & Phrases in Context) and cluster four (Reference and Research Skills) particularly with the identification and synthesis of information from multiple sources to draw conclusions. Although statistically the ninth grade students showed 50 percent mastery in cluster one (Words and Phrases in Context), there is still a need for vocabulary development.

Test results show that tenth grade students are more successful with cluster two (Main Idea and Author's Purpose) and cluster three (Comparison, Contrast, Cause and Effect). On the other hand, the greatest areas of need for tenth grade students are cluster one (Words and Phrases in Context) and cluster four (Reference and Research Skills). In spite of some improved results in a few clusters, both ninth and tenth graders need to show additional and continuous improvement in all of the required clusters since most students are scoring approximately at 50 percent in each

cluster.

After examining the disaggregated data on the Adequate Yearly Progress Report, it is evident that while 37 percent of the White subgroup are reading at or above grade level and made adequate progress, the rest of the subgroups did not make Adequate Yearly Progress. Only 12 percent of the Black subgroup, 24 percent of the Hispanic, 17 percent of the Economically Disadvantaged, 8 percent of the Limited English Proficient and 16 percent of the Students With Disabilities are reading at or above grade level. The fact that these subgroups did not make Adequate Yearly Progress in reading indicates the need for a school wide instructional initiative which promotes reading fluency, comprehension and vocabulary development.

NCLB SUBGROUP TARGET

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

## Measurable Objective

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

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

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

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

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

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Plan, Do, Study Act as the school wide improvement model to enhance instruction for the FCAT Reading Test.	Principal and Assistant Principal	08/02/05	05/26/06
Analyze student performance indicators and develop an Academic Improvement Plan (AIP) to identify students strengths/weaknesses and create an individual intervention plan for Level 1 and 2 students.	Assistant Principal	08/02/05	05/26/06
Enroll students performing at FCAT Level 1 and 2 in the 9th and 10th grades in an Intensive Reading course to improve reading skills achievement on the 2006 FCAT Reading Test.	Assistant Principal	08/02/05	05/26/06
Provide enrichment opportunities for students in gifted, honors and advanced academic courses	Assistant Principal	08/02/05	05/26/06

which will ensure success on the 2006 FCAT Reading Test.			
Analyze student performance indicators from the Reading Department Instructional Focus Calendar to identify student weaknesses and provide additional re-teaching strategies to ensure success on the 2006 FCAT Reading Test.	Assistant Principal	08/02/05	05/26/05
Identify students scoring in the upper range of the FCAT Level 2 and pull students out for small group intensive practice using CRISS and reciprocal teaching strategies to ensure success on the 2006 FCAT Reading Test.	Assistant Principal	08/02/05	05/26/06
Provide opportunities for all students, including LEP, SWD, Black and Economically Disadvantaged, to attend seventh period class and Saturday tutorials for reading skills remediation to improve student achievement on the 2006 FCAT Reading Test.	Assistant Principal	08/02/05	05/26/06
Provide peer tutoring opportunities through the 5000 Role Models organization (using published materials on improving reading comprehension skills) in order to enhance results on the 2006 FCAT Reading Test.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

1. Glencoe Literature Text
2. Read 180

## Professional Development

1. CRISS Training
2. Reciprocal teaching strategies
3. In-house staff development on metacognition
4. District sponsored professional development enhancing reading strategies for secondary schools.
5. In-house professional development on finding the Main Idea/Author's Purpose, Words and Phrases, and Reference and Research Skills
6. Data analysis with SPI training

## **Evaluation**

1. Gates-MacGinitie
2. FCAT Explorer
3. Bi-monthly student progress monitoring
4. Glencoe Diagnostic Assessments
5. 2006 FCAT Reading Test
6. After school tutoring attendance sheets

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

### ***Needs Assessment***

A review of the data reveals that 64 percent of our ninth and tenth grade students met high standards in mathematics according to the 2005 School Accountability Report. Additionally, 82 percent of our students made learning gains according to the results of the 2005 FCAT Mathematics Test.

The results of the average percent of FCAT content areas for grades nine and ten were analyzed to better identify areas of need. In grade nine, students showed an average of 87.5 percent in the area of Number Sense, 60 percent in the area of Algebraic Thinking, 50 percent in the area of Data Analysis, 45 percent in Geometry, and 43 percent in the area of Measurement. Though there has been a nine percent and 14 percent increase respectively from the previous year, the data shows weakness in both Geometry and Measurement. It should be noted that student results at our school are comparable to the district in Number Sense, Measurement, Geometry, and Data Analysis. We surpassed the district's average in Algebraic Thinking. The student results at our school are also comparable to the state's average in all five strands.

The tenth grade test results show an average of 55 percent in the area of Number Sense, 40 percent in Measurement, 45 percent in the area of Data Analysis, 43 percent in Algebraic Thinking, and 36 percent in the area of Geometry. It should be noted that student results are comparable to the district in the areas of Number Sense and Measurement. Miami Springs Senior High School surpassed the district's average in the areas of Algebraic Thinking, Geometry,



and Data Analysis. The student results are also comparable to the states in the areas of Measurement, Geometry, Algebraic Thinking and Data Analysis.

The school was able to show Adequate Yearly Progress in the area of mathematics with 58 percent of the population scoring at or above grade level. When examining the disaggregated data on the Adequate Yearly Progress Report, it is evident that we surpassed the state's minimum of 44 percent scoring at or above grade level in four of the six subgroups. In particular, 75 percent of the White, 58 percent of the Hispanic, 49 percent of the Economically Disadvantaged, and 48 percent of our Limited English Proficiency students scored at or above grade level. However, the rest of the subgroups did not make the state's minimum 44 percent scoring at or above grade level. Specifically, 39 percent of our Black subgroup and 19 percent of our Students with Disabilities. The fact that these subgroups did not attain the state's minimum, indicates the need for an instructional initiative which promotes improved performance.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 50 percent of students achieving a level 3 or higher the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze student performance indicators and develop an Academic Improvement Plan (AIP) to identify students strengths and weaknesses in order to create an individual intervention plan for FCAT Level 1 and 2 students to ensure success on the 2006 FCAT Mathematics Test.	Assistant Principal	08/02/05	05/26/06
Provide consumable resource materials and workbooks for all FCAT Level 1 and 2 student to use during the mathematics class period and/or as a home learning opportunity to ensure success on the 2006 FCAT Mathematics Test.	Assistant Principal	08/02/05	05/26/06
Use the Plan Do Study Act as the school wide improvement model to enhance instruction on the 2006 FCAT Mathematics Test.	Principal and Assistant Principal	08/02/05	05/26/06
Provide enrichment opportunities to students in honors and advanced academic courses to ensure success in the 2006 FCAT Mathematics Test.	Assistant Principal	08/02/05	05/26/06
Recruit students to participate in the mathematics competitions through Mu Alpha Theta in order to stimulate cognitive thinking skills and ensure success on the 2006 FCAT Mathematics Test.	Assistant Principal	08/20/05	05/26/06
Provide opportunities for all students, including Black and Students with Disabilities, to attend seventh period and Saturday tutorials for mathematics skills remediation to improve student	Assistant Principal	08/02/05	05/26/06

achievement on the 2006 FCAT Mathematics Test.			
Enroll students performing at FCAT Levels 1 and 2 in grades nine and ten grade (and grades 11 and 12 who have not passed the FCAT Mathematics Test) in a “double dose” mathematics class and intensive mathematics course to improve achievement on the 2006 FCAT Mathematics Test.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

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

## Professional Development

1. Cognitive Tutor training
2. CRISS training
3. State Math conference
4. In-house staff development on FCAT item analysis
5. Departmental meetings to analyze and interpret data
6. In-house training on Geometry Sketchpad and Smartboard

## Evaluation

1. Weekly teacher created student progress monitoring tests
2. Cognitive Tutor computer results
3. Online practice test by Prentice Hall
4. Glencoe Series test
5. 2006 FCAT Mathematics Test
6. Tutoring attendance sheets

## 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*

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

### ***GOAL 3 STATEMENT:***

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

### ***Needs Assessment***

An overall review of the data reveals that 92 percent of the 10th grade students met the required state standards in writing, while 8 percent did not score 3.5 or higher. When specifically looking at the data identifying the types of writing prompts, 89 percent of the students scored 3.5 or higher on the persuasive writing prompt while 80 percent of students scored 3.5 or higher on the expository writing prompt. This indicates a need for additional practice in the area of expository writing including organization, the use of supporting details and conventions of the English language.

When examining the disaggregated data on the Adequate Yearly Progress Report, all subgroups made Adequate Yearly Progress in the area of writing. The following is the percent of the subgroups scoring a 3.5 or higher on the FCAT Writing, 92 percent of the Hispanic students, 89 percent of the Economically Disadvantaged, 77 percent of the Limited English Proficient, 78 percent of the Students With Disabilities. Every subgroup showed substantial improvement in writing, between a five percent and a 15 percent increase. Over 80 percent of the students in the subgroups met or exceeded the state standards in writing. Limited English Proficient students met the requirements for Adequate Yearly Progress but showed a 1 percent decrease in the number of students meeting the standard. The data reveals the importance of developing intervention strategies specific to the writing needs of the students in the subgroups. It will be necessary to intensify our writing skill instruction in order to meet the state writing standards and continue to make Adequate Yearly Progress.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by maintaining or increasing by one percent the current level of performance on the 2006 administration of the FCAT Writing+ test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide enrichment opportunities to students in advanced academic courses to ensure success on the 2006 administration of the FCAT Writing+ Test.	Assistant Principal	08/02/05	05/26/06
Use the Plan Do Study Act as the school-wide improvement model to enhance instruction for the 2006 FCAT Writing+ Test.	Principal and Assistant Principal	08/02/05	05/26/06
Incorporate into the school-wide essay writing plan instruction in writing revisions with a concentration on improving focus, organization and providing supporting details and conventions of the English language to improve the scores on the 2006 FCAT Writing+ Test.	Assistant Principal	08/02/05	05/26/06
Instruct students in grades nine and ten in the rubric scoring process in order to assist with the revision process of the 2006 FCAT Writing+ Test.	Assistant Principal	08/02/05	05/26/06
Implement the school-wide writing action plan which includes the administration of monthly expository and persuasive writing prompts across all content areas to improve essay writing and raise student achievement on the 2006 FCAT Writing+ Test.	Assistant Principal	08/02/05	05/26/06

### Research-Based Programs

1. Glencoe Literature Writer's Choice

## **Professional Development**

1. In-house staff development on writing rubric
2. Review of Miami Springs Senior High Writing Reading Action Plan
3. AIP Training

## **Evaluation**

1. FCAT District writing pretest
2. 2006 FCAT Writing+ Test

## 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"/>

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

### **GOAL 4 STATEMENT:**

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

### ***Needs Assessment***

A review of the data reveals that all the content scores for 11th grade students are below 50 percent, indicating a need for additional intensive instruction in Physical and Chemical Sciences, Earth and Space Science, Life and Environmental Science and Scientific Thinking although there was an improvement of 14 percent between 2004 and 2005.

The data reveals a seven percent increase in the area of Physical and Chemical, a decrease of one percent in the area of Life and Environmental and no progress in the area of Earth and Space or Scientific Thinking. Our average student results for the number of items correct in each content area closely match the district average.

In anticipation of the inclusion of the science results on the Adequate Yearly Progress Report, it is important to analyze the average scale scores between 2003 and 2004 of the following subgroups: Average scale score of Black students, 259 from 228, average scale score of Hispanic students, 267 from 253, average scale score of the Economically Disadvantaged students, 270 from 240, average scale score for the Limited English Proficient student, 227 from 209 and average scale score for Students with Disabilities, 227 from 183. All the scores are lower than the average for White students even though there was a decrease in the score to 299 from 301. The fact that the school's mean scale score average of 269 is still below the district average of 275 and the state average of 293 demonstrates a need for hands-on activities, inquiry based activities and lab programs to improve critical thinking and scientific



skills across all science courses.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 275 on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Plan Do Study Act as the school wide improvement model to enhance instruction for the 2006 FCAT Science Test.	Principal and Assistant Principal	08/02/05	05/26/06
Provide enrichment opportunities to students in gifted, honors and advanced academic courses to ensure success on the 2006 Science FCAT Test.	Assistant Principal	08/02/05	05/26/06
Provide all science teachers with in-service activities on the instruction of the science strands in order to improve classroom instruction as evidenced by improved results on the 2006 FCAT Science Test.	Assistant Principal	08/02/05	05/26/06
Administer the pre-test to all science students in order to assess weaknesses in each content area and develop appropriate intervention strategies in order to assure success on the 2006 FCAT Science Test.	Assistant Principal	08/02/05	05/26/06
Implement the District Scope and Sequence for ninth and tenth grade science classes to ensure compliance with Science Sunshine State Standards which are evaluated on the 2006 FCAT Science Test.	Assistant Principal	08/02/05	05/26/06
Provide opportunities for all students to attend after school and Saturday tutorials for science skill remediation to improve student achievement on the 2006 FCAT Science Test.	Assistant Principal	08/02/05	05/26/06

## **Research-Based Programs**

1. Glencoe textbooks

## **Professional Development**

1. CRISS Training
2. In-house staff development for the science content areas
3. District-wide three Saturday workshop for science content areas
4. Development of Miami Springs Senior High School science Instructional Focus Calendars with District Science benchmarks/strands
5. Science item specification training

## **Evaluation**

1. Teacher made science pre-test
2. Teacher made student progress monitoring test
3. Teacher made Science Post-Test
4. 2006 FCAT Science Test

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 5 STATEMENT:**

Parents will increase involvement and participation in school related events.

**Needs Assessment**

Although a majority of the parents attend Open House and Ninth Grade Orientation, it is difficult to get parents involved on a regular basis throughout the year. Based on the membership lists of the 2005 PTSA, it is evident that there is a need to aggressively recruit more parents to participate in this organization. Efforts should be made not only to recruit members but to maintain active participation throughout the school year. Although there are parent volunteers for specific extra curricular activities (i.e. band), there is a need for parents to participate in student achievement by providing parental assistance and guidance at home.

In order to build a more personally enriching relationship between the school and the parents, teachers will provide parents with reading strategies which could be implemented at home. Student services will continue to provide opportunities for parents and teachers to meet in conferences and discuss student achievement in a more personal manner.

## Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing Parent Resource Center Logs for the 2004-2005 and 2005-2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Open a membership drive during the second grading period in order to increase membership in the PTSA.	Principal and Assistant Principal	08/02/05	05/26/06
Maintain a Parent Resource Center to provide information about the PTSA to parents in order to increase the membership of the PTSA.	Assistant Principal	08/02/05	05/26/06
Announce and personally invite parents to attend PTSA meetings in order to increase membership in the PTSA	Assistant Principal	08/02/05	05/26/06
Host an ESOL/ESE Parent Orientation night to communicate with the parents of these special needs populations in order to comply with high school graduation requirements.	Assistant Principal	08/02/05	05/26/06
Promote the participation of parents in the EESAC in order to increase the communication between parents, school and community.	Assistant Principal	08/02/05	05/26/06
Promote participation in the District sponsored Parent Academy workshop.	Assistant Principal	08/02/05	05/26/06
Host a 9th grade Orientation for parents to visit the school and learn about requirements and regulations of high school to assist their children with transition from middle school to high school.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

Not Applicable

## **Professional Development**

Not Applicable

### **Evaluation**

1. Number of parents visiting the Parent Resource Center monthly

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

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

**GOAL 6 STATEMENT:**

Students will be present to school regularly and on time.

**Needs Assessment**

An analysis of the tardy logs indicates that on average, between 150 and 200 students or 3.6 percent of students are tardy to school. Students arrive after the 7:30 a.m. bell and continue to arrive until approximately 11:00 a.m. Recognizing the need for students to be punctual on a daily basis and with research showing that students perform better academically when they are in school, Miami Springs Senior High School is aggressively working to ensure that students are in attendance.

## Measurable Objective

Given an emphasis on discipline and student achievement, student tardies will improve as evidenced by a three percent decrease in the number of students tardy to school 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
Use the Plan Do Study Act as the school wide improvement model to enhance punctuality to school during the 2005-2006 school year.	Principal and Assistant Principal	08/02/05	05/26/06
Monitor tardy logs daily to ensure that students late to school have a parent conference with the administrator to develop strategies to ensure punctuality to school during the 2005-2006 school year.	Assistant Principal	08/02/05	05/26/06
Provide incentives to the top three homerooms with 95 percent attendance/tardy on a monthly basis.	Assistant Principal, Principal	08/02/05	05/26/06
Utilize the "Golden Hawk Attendance Award" trophy to the homeroom with the highest attendance during a month.	Assistant Principal	08/02/05	05/26/06
Provide an end of year educational fieldtrip to the homeroom with the highest attendance average during the school year.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

1. Monthly evaluation of tardy logs
2. PLASCO technology to analyze data



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

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

### **GOAL 7 STATEMENT:**

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

### ***Needs Assessment***

Miami Springs Senior High School recognizes the need for increase in parent communication. Therefore, the school will implement an aggressive attempt to inform parents of activities, academic information and teacher resources on the school website.

During the ninth grade orientation, approximately 400 parents attended. Many were not aware the school website provided important academic information, as well as, email to teachers and links to the District website for further references and resources. Because of this lack of website familiarity, Miami Springs Senior High School decided to obtain baseline data and determine the number of actual "hits" the website is receiving on a monthly basis.

## Measurable Objective

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by one percent monthly during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the number of times the school website is visited during the 2005-2006 school year.	Assistant Principal	08/02/05	05/26/06
Monitor the website bi-weekly to ensure the information is up to date and to ensure parents are receiving timely information during the 2005-2006 school year.	Assistant Principal	08/02/05	05/26/06
Use the community paper to remind parents that the website is available for use during the 2005-2006 school year.	Assistant Principal	08/02/05	05/26/06
Encourage faculty members to invite students and parents to communicate with them via the website during the 2005-2006 school year.	Assistant Principal	08/02/05	05/26/06
Translate areas of the website which are most informational for our bilingual parents.	Assistant Principal	08/02/05	05/26/06
Announce daily to the students the availability of the school website in order to increase the use of the site by students and their parents.	Principal and Assistant Principal	08/02/05	05/26/06

### Research-Based Programs

Not Applicable

### Professional Development

1. In-house training on the use of the school website.
2. Familiarize teachers with informational links available to parents.

### Evaluation

1. Number of total "hits" (visits) to the Miami Springs Senior High School website during the 2005-2006 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

### **GOAL 8 STATEMENT:**

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

### **Needs Assessment**

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

An analysis of the data shows that at Miami Springs Sr. High School, 17 percent of the students were able to complete and surpass the standards set by the FITNESSGRAM program. This is a comprehensive fitness assessment and reporting program to develop behavioral components which will contribute to the well-being of the student. Miami Springs Senior High School's commitment is to promote appropriate physical activity rather than just focusing on the testing. This program emphasizes a wide variety of physical activities to develop and maintain appropriate levels of physical fitness.

FITNESSGRAM is designed to evaluate and educate youth about their physical fitness. This is done through a variety of physical test. During the 2005 school year, 1243 students or 38 percent of students nine through 12 were physically assessed using the FITNESSGRAM. Based on the degree of difficulty and completion of the individual physical test, seventy-eight students received "Gold" awards and one hundred thirty-eight students received "Silver" awards.



## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through 12 will improve their running skills as evidenced by 20 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM test as compared to 17 percent during the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Plan Do Study Act as the school wide improvement model to enhance physical fitness and health of students during the 2005-2006 school year.	Principal and Assistant Principal	08/02/05	05/26/06
Monitor student mile run results bi-weekly and make adjustments to ensure success on the 2005-2006 FitnessGram mile run test.	Assistant Principal	08/02/05	05/26/06
Provide students with the opportunity to participate in and compare three aerobic activities designed to promote cardio-respiratory fitness to ensure endurance during the mile run on the 2005-2006 FitnessGram test.	Assistant Principal	08/02/05	05/26/06
Implement a personalized dietary program with an exercise routine that will allow students to eat healthy and achieve a positive result on body fat composition on the 2005-2006 FitnessGram test.	Assistant Principal	08/02/05	05/26/06
Identify the role of good nutrition in order to achieve a high level of physical fitness which will ensure success on the 2005-2006 FitnessGram mile run test.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

### 1. FITNESSGRAM Test

## Professional Development

Not Applicable

### Evaluation

1. Bi-weekly student monitoring assessment
2. 2005-2006 FITNESSGRAM Test

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

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

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

The Academy of Hospitality and Tourism will meet its enrollment capacity for the 2006-2007 school year.

### ***Needs Assessment***

Miami Springs Senior High School houses the Academy of Hospitality and Tourism program. The curriculum of the program has been developed in collaboration with industry associations, higher education and the National Academy Foundation network to produce a superior program which will meet and exceed high education standards. This is a rigorous academic college preparatory program, and it is the intent of Miami Springs Senior High School to increase student participation in the Academy. The enrollment for the 2005-2006 school year is 129 students. It is the intent of the school to increase the number of students in the program to 200 for the 2006-2007 school year.

## Measurable Objective

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by ten percent during 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Plan Do Study Act as the school wide improvement model to enhance recruitment for the Academy of Hospitality and Tourism.	Principal and Assistant Principal	08/02/05	05/26/06
Develop a referral system of qualified applicants from the middle school through the career specialist and counselors in order to increase the number of students eligible for the program during the 2006-2007 school year.	Assistant Principal	08/02/05	05/26/06
Participate in the District Magnet Fair supplying applications, curriculum information and brochures to potential candidates for the 2006-2007 school year.	Assistant Principal	03/31/05	05/26/06
Identify potential students from within Miami Springs Senior High School and provide them with the opportunity to participate in the Academy for the 2006-2007 school year.	Assistant Principal	08/02/05	05/26/06
Visit the Miami Springs Middle School, Henry H. Filer Middle School in addition to out of area schools, Charles Drew Middle School, Ruben Dario Middle, and Kinloch Park to provide articulation information to eighth grade students who are potential students for the Academy.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable



## **Evaluation**

1. The 2006-2007 school year acceptance rate for the Academy of Hospitality and Tourism.

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

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

***GOAL 10 STATEMENT:***

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

***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicates that in 2003, Miami Springs Senior High School ranked at the 70th percentile on the State of Florida Return on Investment (ROI) index.

## Measurable Objective

Miami Springs Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 70th percentile in 2003 to the 75th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Assistant Principal	08/02/05	05/26/06
Collaborate with the district on resource allocation.	Assistant Principal	08/02/05	05/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Assistant Principal	08/02/05	05/26/05
Use the Plan Do Study Act as the school wide improvement model to enhance the ROI index of the school from the 70th percentile to the 75th percentile.	Principal and Assistant Principal	08/02/05	05/26/06
Consider shared use of facilities, and partnering with community agencies.	Assistant Principal	08/02/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Miami Springs Senior High School will show progress toward reaching 75th percentile.

## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

#### *Florida Education Priorities*

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

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

### ***GOAL 11 STATEMENT:***

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

### ***Needs Assessment***

An analysis of the data shows that 61 percent of senior students received a graduation diploma from Miami Springs Senior High School. The school has a need to increase the number of students that will graduate and receive a diploma.

## Measurable Objective

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a one percent increase in the graduation rate 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
Monitor student progress through the use of progress reports and teacher grades.	Student Services Department Chairperson	08/02/05	05/26/06
Use the Plan Do Study Act as the school wide improvement model to increase the number of regular diplomas given to students for graduation.	Principal and Assistant Principal	08/02/05	05/26/06
Provide students in the ninth grade with an orientation on the requirements for graduation.	Assistant Principal	08/02/05	05/26/06
Invite parents to participate in teacher/parent conferences to determine interventions for students that are not achieving the academic standards necessary for graduation.	Assistant Principal	08/02/05	05/26/06
Provide students with tutorial assistance to ensure the opportunity to exceed in academic classes.	Assistant Principal	08/02/05	05/26/06
Introduce students to the student services department and allow them the opportunity to meet yearly to review students credits and make adjustments to schedules.	Student Services Department Chairperson	08/02/05	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

1. 2005-2006 graduation rate

## *EESAC Compliance*

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

### ***Budget:***

EESAC recommended using funds for Honors and Gifted 9th grade students to take the PSAT and to implement Saturday tutorials for the 2006 administration of the FCAT.

### ***Training:***

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

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

EESAC provided assistance in the assessment of FCAT materials.

### ***Technology:***

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

### ***Staffing:***

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

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

EESAC worked closely with Student Services to monitor student achievement.

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

EESAC monitored the School Improvement Plan and its progress.

### ***Benchmarking:***

EESAC recommended emphasis in reading, mathematics and science during the 2005-2006 school year.

***School Safety & Discipline:***

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

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*