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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 7531 - Miami Sunset Senior High School

*FeederPattern:* Miami Sunset Senior

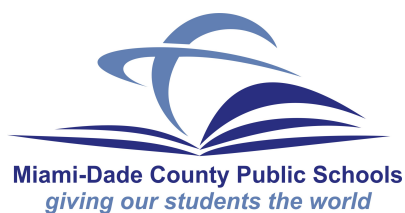
*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Lucia Cox

*Adult/Vocational  
Principal:* Dulce DeVilla

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Miami Sunset Senior High School*

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Miami Sunset Senior High School serves 3,307 students in grades nine through twelve. Located in the West Kendall area of Miami-Dade County, the school serves a diverse population of students from all socioeconomic levels in a large urban community. Approximately 77 percent of the students are Hispanic, 13 percent White, seven percent Black, two percent Asian, and one percent multi-racial. The Hispanic community is diverse, as no one single Hispanic group is a majority. The Black population is African-American as well as Afro-Caribbean. Our Asian population is from East Asia as well as South Asia. The foreign-born student body represents more than 100 different countries.

Miami Sunset offers an extensive array of advanced courses and affords each student the opportunity to participate in school activities. Currently, 1,150 students participate in 49 clubs and seven honor societies. In the graduating class of 2005, 90 percent attended four-year colleges, two percent two-year colleges, three percent vocational programs, and three percent enlisted in the military. The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement Snapshot Survey, in formulating the School Improvement Plan.

The Continuous Improvement Model Plan (CIM) is implemented to monitor progress throughout the school year. Small Learning Communities (SLC) are being formulated to provide an integrated system of high standards, curriculum instruction, assessments and supports, personalized learning environments, academic engagements of all students, communities of practice, accountability leadership, and engaged community and youth. A rigorous academic curriculum for all students and academic support to struggling students is provided to prepare students for postsecondary education and careers. Effective professional development for all stakeholders is available to improve teaching and learning and to provide each student with a graduation plan. The Miami Sunset Adult Education Program extends numerous opportunities for students and adults in the community to accomplish goals towards graduation and/or continuing education and training in a specific program of study. Students are provided additional opportunities to take courses through Dual Enrollment at local universities and online courses through Miami-Dade and Florida Virtual Schools. A school-wide consultative inclusion model provides additional opportunities for all students to maximize their high school experience.

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

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

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

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

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

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

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 63 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

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

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

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by an increase in the mean scale score to 280 as documented by the 2006 FCAT Science Test.

Increase parental participation in various school-sponsored activities as evidenced by a three percent attendance increase, when compared to 2004-2005.

The school will decrease the percent of students suspended due to violations of the Student Code of Conduct-Secondary by one percent as documented by student case management referrals for both indoor and outdoor suspensions in order to promote and maintain a safe learning environment.

Teachers will increase their use of technology as evidenced by 100 percent utilizing the District web-based electronic gradebook by the end of the 2005-2006 school year.

Given instruction in physical education classes, ninth grade students will improve their fitness as evidenced by 72 percent of students becoming award recipients as measured by the 2006 administration of the FITNESSGRAM.

Miami Sunset Senior High School will increase its elective offerings by two additional courses compared to courses offered in 2005.

Miami Sunset Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 90th percentile in 2003 to the 93rd percentile on the next publication of the index.

Miami Sunset Senior High School will increase the graduation rate from 73 percent in 2005 to 74 percent in 2006.

The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement (OPI) Snapshot Survey, in formulating the School Improvement Plan. Based on the OPI Snapshot Survey, the two areas the school will focus on will be: Customer and Market Focus, as well as Business Results. Miami Sunset continues to face its biggest challenge of involving parents and community members. It continues to search for additional effective ways to foster better lines of parental communication and community involvement.

Miami Sunset Senior High School will utilize the Career Specialist to meet with Dade Partners, parents and members of the community to promote and support the Small Learning Communities (SLC) Initiative by providing guest speakers, discussing possible student internship opportunities, and increasing awareness of the academic programs available. Miami Sunset will increase participation in EESAC and PTSA events to involve more stakeholders in improving student achievement and parental involvement.

Miami Sunset Senior High School will continue to implement the Continuous Improvement Model (CIM) to assess progress of student achievement, reduce student discipline referrals, expand implementation of technology, increase percentage of attendance, improve graduation rate to facilitate the transition from school to career, and to increase the rate of return on investment. The school will utilize personnel effectively to compliment phases of implementation of the Small Learning Communities.

## 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 Sunset Senior High School

### VISION

The worlds of work and citizenship demand and value skilled and literate individuals and the school is integral to developing those individuals. We accept this challenge. We will work cooperatively with all stakeholders to provide an appropriate education for each student. The staff is keenly aware of the changes in our community as well as education itself. We are committed to providing a standards-based education. Energized by attending professional conferences, we collaborate with our peers and reflect on our teaching practices. Our classrooms are models of active learning. We provide diverse and engaging learning experiences. We teach for understanding. We teach to have students think in new ways. We also recognize our role in preparing students for adult life. We provide experiences which help students select a career. We promote the values of cultural tolerance, civic responsibility, honesty, respect, and self-worth to prepare students for a multicultural workplace.

### MISSION

Students will acquire the knowledge to function effectively in today's society and graduate with a specific career plan.

## 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.

## *School Demographics*

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Miami Sunset Senior High School is located on 31.77 acres in the West Kendall area of unincorporated Miami-Dade County at 13125 S.W. 72nd Street. It is a region of rapid growth. Miami Sunset Senior High School serves 3,307 students in grades nine through twelve. The school serves a diverse population of students from all socioeconomic levels. Approximately 77 percent of the students are Hispanic, 13 percent white, seven percent black, two percent Asian, and one percent multi-racial. The Hispanic community is diverse, as no one single Hispanic group is a majority. The black population is African-American as well as Afro-Caribbean. Our Asian population is from East Asia as well as South Asia. In fact, our foreign-born student body represents more than 100 different countries. There are constant student transfers; the mobility index averages 24 percent. Student attendance averages 93 percent.

Since its opening in 1978, three new public high schools as well as one Catholic high school have opened in the West Kendall community. The district has also built a magnet high school to the east of our southeastern boundary. To accommodate the growth at Miami Sunset the district built a new wing with bond funds. The first floor of the new wing opened in August 1993 and the second floor opened in August 2000. We also have 36 relocatables in the back of the school. The assigned program capacity is 2416 and is at 138 percent utilization.

The building is fully wired to provide Intranet and Internet access in 100 percent of the classrooms. The entire building has connectors which meet the industry standard of 100 based T. Students can also use the computers in the media center; 32 computers have Internet access, Intranet access, and word processing programs. Because of the expense in providing wiring to the relocatables, only 22 relocatables are wired. However, we are in the process of having all relocatables wired. There are currently 23 computer labs throughout the building. The student to computer ratio is five to one. Although a closed circuit television system was originally provided, the system has been updated to accommodate a proposed entertainment technology program. Televisions are available in all of the classrooms.

The ethnic make-up of the staff is 33 percent white, 49 percent Hispanic, 14 percent black, and four percent Asian/Native American. The majority of the instructional staff has a degree beyond the bachelor's degree. Approximately 39 percent have master's degrees, and 11 percent have educational specialist degrees and/or doctoral degrees. Five faculty members have also received National Board Certification. Of the teaching staff, 15 percent are new to the school and the average length of time teaching in Florida is 15 years. The 219 faculty and staff members at Miami Sunset include 127 regular classroom teachers, 25 exceptional education teachers, nine counselors, one media specialist, five teacher assistants, 14 clerical staff members, 22 custodians, two full-time cafeteria workers, 11 security monitors, an activities director, an athletic director, and a test chairperson. The administration consists of one principal and four assistant principals. Additionally, there are 89 part-time workers.

Sunset offers an extensive array of advanced courses and affords each student the opportunity to participate in school activities. Currently, 1,702 students participate in 49 clubs and seven honor societies. In the graduating class of 2005, 90 percent attended four-year colleges, two percent two-year colleges, three percent vocational programs, and three percent enlisted in the military. The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement Snapshot Survey, in formulating the School Improvement Plan.

Aware of the diversity of the community and changes in education, Miami Sunset Senior High School offers a variety of academic and vocational programs. In addition to a college-preparatory curriculum, we offer programs in public service occupations, cooperative vocational education programs, business technology education, and early childhood education.

We offer 23 of the Advanced Placement courses offered by the College Board and encourage students to enroll in these courses. The enrollment in Advanced Placement courses at Sunset Senior High School during the 2004-2005 school was 598 students, 18

percent of the student population. This was using unduplicated AP enrollment data from the district. The number of Advanced Placement exams given at Sunset Senior High School during 2004-2005 school year was 1,351. Approximately 29 percent of students enrolled in Advanced Placement courses scored from a three to five during the 2004-2005 school year, a decrease of one percent from the previous school year. Teachers and guidance counselors are encouraged to recruit students into rigorous academic courses. Parents are encouraged to enroll their children in advanced and AP courses and are provided with data to support the decision. Students are provided with individual tutoring as needed to assist them to succeed.

Approximately five percent of the student population is identified as Limited English Proficiency (LEP). We provide LEP students language instruction in English for Speakers of Other Languages(ESOL). We have a home language assistance teacher to assist LEP students in content area classes. In addition, we are aware of the Multicultural Ethnic Training Act (META) and ensure that staff is trained to adapt their instruction to meet the educational needs of LEP students. Approximately 14 percent of the student population is in the Special Education program (SPED) and Severely Emotionally Disturbed program (SED). Students are provided education in the least restrictive environment and are enrolled in the regular diploma program and special diploma program. Students can enroll in regular education and vocational programs as well as academic and vocational programs within the Special Education program. Last year we implemented an Inclusion Program in Algebra I, Geometry, and Biology. This year, we have extended the program to include Earth/Space Science, Physical Science, World History, American History, Economics and Government.

We understand the importance of technology as a tool to encourage learning. The students and staff have Intranet and Internet access. The computer to student ratio is five to one. We also provide the opportunity to obtain industry certification in computer networking and software programs.

In addition to these programs, we offer an academic intervention program as well as a dropout prevention program. A two-hour language arts block was developed to raise the reading level of ninth graders performing below grade level. We continue to offer Intensive Reading for FCAT level one students and an Intensive Math Program for all 11th and 12th grade students who have not passed the FCAT. In addition, we have identified 10th grade level two students and grouped them together in homogeneous Language Arts classes with a reduced teacher/student ratio. We will also identify incoming ninth graders who are skills deficient and provide them with additional preparation. After school tutoring is available to assist students in passing the state assessment test. The work experience program provides the student, who may be at-risk for dropout, with classroom instruction as well as part-time, paid employment.

Miami Sunset Senior High School is accredited by the Southern Association of Colleges and Universities. The staff reviews its programs on an annual basis in accordance with its strategic five-year School Improvement Plan. It also reviews its programs to ensure effective implementation of the Sunshine State Standards and the Competency-Based Curriculum. The staff is committed to preparing students to meet the challenges of tomorrow. Last year, Miami Sunset had its SACS CASI five-year visit. The Quality Assurance Review Report showed the school was successful at meeting the SACS guidelines.

Miami Sunset High School provides services to standard curriculum students in grades nine through twelve. Acceleration of student competencies is enhanced by participation in the Dual Enrollment Program which allows students in senior high school (rising 10th graders and above) to accrue college credit from Miami-Dade Community College at the same time they complete their high school graduation requirements. During the summer, the student services department notifies parents of the 18 credit graduation option. The student services department participates in evening orientations for parents informing them of counseling services. We also have specialty counselors which provide students with post-secondary educational planning and there is a counselor to assist with personal issues.

The athletic field not only serves the physical education program, but also the athletic program. There is a baseball field, softball field, and a men's and women's soccer field. The athletic training room has been renovated to provide better service to the student



athletes. We have purchased a whirlpool for the training room as well as new equipment for the weight room. In addition to our weight room, we also have a fitness room that was supplied through a grant from the district's Physical Education Department. This will be utilized by students through Physical Education classes, as well as by faculty and staff members.

The cafeteria was originally built to seat 400. Additional covered seating was added to accommodate 450 students. The patio area has been redesigned to meet the District closed campus requirement. Additional tables are in place to seat 300. This expansion reduced student parking by 20 spaces.

Miami Sunset encourages parental involvement. Parents often support specific activities and athletic teams by way of booster clubs, as well as joining the PTSA which supports the total school program. The administration offers evening orientation programs for parents in order to encourage participation. Parents can access a voice-mail system to inquire about future events as well as the school website. Additionally, key dates are posted on the school marquee and on the school web site. We survey parent opinion on an annual basis. The EESAC reviews this data when developing the School Improvement Plan. The data is used to evaluate the school programs and to develop the School Improvement Plan for accreditation.

Miami Sunset provides additional resources for the benefit of the community. We provide a child-care program for the staff and community. Additionally, local youth programs, the Hammocks Optimists and West Kendall Optimists, use the athletic field and gym.

Miami Sunset Senior High School works with its vendors to provide students with greater services. The athletic department sells bagels to supplement the athletic budget. The cafeteria also contracts with outside vendors to provide students with greater food choices.

The Miami Sunset Adult and Community School enrolls approximately 3,300 students per trimester. The programs include Adult Basic Education, English for Speakers of Other Languages, and personal growth classes. We collaborate with the Miami Sunset Adult and Community School. It has been especially supportive of our commitment to providing computers with the newest operating programs for the business technology program, as well as the Cognitive Tutor program. However, this mission to provide technology instruction as well as technological support for other curricular areas will impose budgetary constraints in the future. Computers require constant maintenance and depreciate over time. Providing the most current software programs also means replacing hardware.

We have encouraged vertical teaming with the elementary and middle schools in our feeder pattern. We work with all of our feeder schools during the articulation process; our primary feeder school is McMillan Middle School.

We provide opportunities for students to perform community service. Each club is required to provide one service project per semester for its members. For example, the National Honor Society organizes a toy drive for Angel Tree, a project sponsored by the Salvation Army to provide toys to children. In addition, adult service organizations sponsor Interact and the Key Clubs. Students are encouraged to apply for the Silver Knight Award which honors community involvement. The student government organizes the annual United Way campaign at school. We also sponsor four blood drives a year.

Our students have been recognized for their accomplishments at the local, state, and national level in mathematics, Holocaust Studies and vocational programs. Our webmasters have been recognized for their accomplishments at the district level. The Florida High School Activities Association has recognized our athletic program among the state's most successful programs and the Miami Herald newspaper has recognized the program for its excellence. Additionally, individual coaches as well as student athletes have received recognition.

Miami Sunset competes with the private schools, both religious and secular, and other public schools. We cannot successfully

compete with religious schools where religious instruction is the primary factor in school selection. We also face competition for our upper-middle-class students by private and public schools. Because of the distance to Gulliver Preparatory School and Ransom-Everglades Preparatory School, our primary competition for students is from other public schools. The traditional magnet schools which affect us are the School for Performing and Visual Arts, MAST Academy and the International Baccalaureate Program at Coral Gables Senior High School. These had rather limited appeal because of the travel distance. However, Coral Reef Senior High School, an all magnet high school, opened to the east of our southern boundary. Its programs include an International Baccalaureate magnet, a Performing Arts magnet as well as other magnet programs. This has affected our enrollment.

We can compete with these schools because of our comprehensive Advanced Placement course selection. We also provide HRS certification in early childhood education and offer public service education training in teacher assisting. The latter program is one of the largest programs in the state. Our Business Technology Department offers a course which introduces students to core areas of technology. This will allow students to acquire the skills and interests to pursue more specialized computer instruction. Students will then have the opportunities to take more advanced courses in the field. Students can obtain certification in various software programs as well as network certification in our Cisco Academy. We are continuing to offer an Entrepreneurial Academy as well as an Introduction to Film and Entertainment Strand this year. This year we are offering a course in Cinematography.

Stakeholders at Miami Sunset have input into curricular decisions primarily through the Educational Excellence School Advisory Committee. They have also provided oversight and financial support for the School Improvement Plan.

# *School Foundation*

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## ***Leadership:***

Based on the analysis of the results of the Organizational Performance Improvement Self Assessment Survey (OPIS), The staff strongly agrees that the administration provides appropriate guidance, organization, and support. The staff maintains a vision, mission and direction that focus on student learning. The faculty and staff are continuously involved in decisions that affect the entire school. Leadership allocates and aligns the human, instructional, financial and physical resources to support student learning. Ongoing professional development within the learning community is available for professional growth. School site-management consistently provides the institutional support to achieve our mission.

The principal has encouraged teachers to use innovative techniques as well as offer new courses. The principal encourages teachers to attend professional conferences by paying for registration fees and providing substitute coverage. Thus, our course selection is constantly being reviewed by the staff to meet students' needs. The principal has encouraged parents to take part in their children's education. The principal hosts parent meetings to inform parents of academic requirements.

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

Based on the analysis of the results of the Organizational Performance Improvement Self Assessment Survey (OPIS), the staff strongly agrees that they are aware of the plan for instructional improvement. The staff utilizes instructional strategies and provides services that facilitate learning for all students in keeping with the needs of the community. The faculty and staff align instruction with the school's mission, expectations for student learning, and action plans. Evidence is shown that the administration values and respects the input and ideas of all stakeholders.

## ***Stakeholder Engagement:***

Based on the analysis of the results of the Organizational Performance Improvement Self Assessment Survey (OPIS), customer and market focus is an area of strength. Staff communicates to all stakeholders the expectations for student learning and the results of school improvement efforts. Effective communication among all stakeholders is ensured. Miami Sunset continues to search for additional effective ways to foster better lines of parental communication and involvement.

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

Based on the analysis of the results of the Organizational Performance Improvement Self Assessment Survey (OPIS), the staff strongly agrees that Miami Sunset fosters a safe and orderly environment that promotes honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect. Staff frequently assesses their own work products and makes appropriate changes to improve performance. Staff participates in training to improve and acquire new skills.

Teacher Mentoring Programs: New teachers are provided with a Professional Growth Team. The team meets with the teacher and provides mentoring throughout the school year. In addition, the administration meets with new teachers monthly to provide guidance and support and review pertinent information.

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

A safe-work place is maintained. Therefore, staff can focus on their work. However, staff feels that there is a lack of recognition for individual staff achievements.

***Education Design:***

A high level of job satisfaction and accountability for one's work is evident. Opportunities for stakeholders to contribute to the development and implementation of the School Improvement Plan are provided.

Extended Learning Opportunities: Funds are available for sufficient resources to support the vision, mission, beliefs, educational programs, and action plans for improvement.

School-wide Improvement Model: Miami Sunset employs an active school improvement team composed of the administrative head, representative school staff, and community stakeholders.

Advanced Courses Initiatives & Post Unitary Commitments: Miami Sunset offers a variety of advanced courses and opportunities for Dual Enrollment.

***Performance Results:***

Staff is comfortable with analyzing the quality of their work. Based on their analysis they are able to make decisions and adjustments needed to improve their job performance. Administration provides professional development for school personnel to help them implement the School Improvement Plan.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students will be literate members of society.

### **Needs Assessment**

Tenth grade students showed the least amount of gains, with the number of Level 1 students increasing three percentage points. Tenth grade students decreased two percentage points in FCAT Levels 3 and above. The African-American subgroup decreased nine percentage points in the number of students scoring at or above grade level. The Hispanic subgroup scored seven percentage points below the required 37 percent to be at or above grade level. The Economically Disadvantaged students scored 13 percentage points below the required 37 percent to be at or above grade level. The Students with Disabilities did not reach the 37 percent reading at or above grade level. Forty-eight percent of students in grades nine and ten have not demonstrated appropriate learning gains.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

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

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

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

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

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

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify high and low level 2 students and schedule them in homogenously grouped English classes with a focus on reading.	Administrative Team, Counselors, Reading Coach	8/8/2005	5/24/2006
Develop Intensive Reading Plus sections for students who need remediation in decoding.	Reading Coach, Administrative Team	8/8/2005	5/24/2006
Provide FCAT tutoring after school and on Saturdays to ensure that the academic needs of the students are being met.	Selected Faculty Members, Administrative Team	8/8/2005	5/24/2006
Enroll all FCAT level 1 and 2 students identified in grades 9-12 in an Intensive Reading Class.	Administrative Team/ Counselors/Reading Coach	8/8/2005	5/24/2006
Utilize Read 180 in ninth grade Intensive Reading classes, and ninth and tenth grade Special Education Intensive Reading classes.	Intensive Reading Teachers, Reading Coach, Assistant Principal for Curriculum	8/8/2005	5/24/2006

Utilize Student Performance Indicator data and Oral Reading Fluency scores to target specific students' needs.	Language Arts Department, Administrative Team, Reading Coach	8/8/2005	5/24/2006
Implement and utilize curriculum maps in all Language Arts classes, grades nine through twelve.	Literacy Leadership Team, Language Arts Department, Reading Coach	8/8/2005	5/24/2006
Provide word of the day via television to increase student vocabulary in all classes.	Literacy Leadership Team, Test Chairperson, Language Arts Department, Administrative Team	8/8/2005	5/24/2006
Review Academic Improvement Plan data quarterly to ensure that students identified as not making adequate yearly progress in the No Child Left Behind Act are improving in designated areas to target instructional assistance.	Literacy Leadership Team, Language Arts Department, Reading Coach, Administrative Team, Counselors	8/8/2005	5/24/2006
Develop a tutorial program in all academic areas for all students, sponsored by the National Honor Society (NHS), to assist students in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their content area skills.	Literacy Leadership Team, NHS, Administrative Team	8/8/2005	5/24/2006

## **Research-Based Programs**

McDougall Littel Language of Literature Series (state adopted)- Literature textbook for students in grades nine through twelve.

Holt Rinehart & Winston Elements of Language Series (state adopted)-Grammar textbook for students in grades nine through twelve.

Read 180

## **Professional Development**

Reading/Writing Workshops

Creating Independence through Student-Owned Strategies (CRISS)

Curriculum mapping

Vertical Teaming

Read 180

Advanced Placement (AP) Workshops

Provide opportunities for teachers to obtain Reading Endorsement

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT. Other evaluations used throughout the year will be interim assessments (Oral Reading Fluency Measure) and departmental midterm and final examinations. Tutoring will be monitored through attendance logs.



## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

All students will demonstrate increased performance in mathematics.

**Needs Assessment**

Tenth grade students in FCAT levels 3 and above decreased three percentage points. The African-American subgroup decreased eleven percentage points in the number of students scoring at or above grade level. Limited English Proficient students scored two percentage points below the required 44 percent to be at or above grade level. The Students with Disabilities subgroup did not reach the 44 percent scoring at or above grade level.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 63 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

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

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement curriculum maps from CBC and SSS for Algebra 1, Geometry and Intensive Math.	Mathematics Department, Administrative Team	8/8/2005	5/24/2006
Enroll FCAT level 1 students in grade 12 in an Intensive Math Class.	Math Department Chair, Counselors, Administrative Team	8/8/2005	5/24/2006
Provide FCAT tutoring after school and on Saturdays to ensure that the academic needs of the students are being met.	Mathematics Department, Administrative Team	9/6/2005	2/25/2006
Implement Daily Strategic Reviews (DSRs) in all math classes that are of the form and rigor of FCAT.	Mathematics Department, Administrative Team	8/8/2005	5/24/2006
Implement an after school program for all LEP students that will emphasize remediation in the Sunshine State Standards.	Individual Classroom Teachers, ESOL Department Chair, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Provide the use of the Cognitive Tutor Program in all Algebra 1 and Geometry classes.	Mathematics Department, Administrative Team	8/8/2005	5/24/2006
Provide tutoring by Service, Instruction, Guidance (S.I.G.) Program sponsored by the University of Miami to provide students with tutoring in Mathematics and Science for honors and advanced placement classes.	Assistant Principal for Curriculum, Mathematics Department, Science Department	9/10/2005	5/20/2006
Involve teachers in data-driven decision making by providing them with data (SPI) to enable an analysis of the on-going progress of their students.	Administrative Team, Classroom Teachers	8/8/2005	5/24/2006
Implement Inclusion Program in Algebra 1,	Inclusion Specialist, ESE Program	8/8/2005	5/24/2006

Geometry, Earth/Space Science, and Biology.	Specialist, Administrative Team		
Provide tutoring during the school day for LEP students by the Home Language Assistance Teacher in Mathematics.	Home Language Assistance Teacher, Assistant Principal for Curriculum	8/8/2005	5/24/2006

## Research-Based Programs

Carnegie Learning Cognitive Tutor (Algebra I and Geometry)

RiverDeep

The core mathematics program Glencoe state adopted series

## Professional Development

Cognitive Tutor training for all Algebra I and Geometry teachers

Textbook publishers (McDougall Littell, Glencoe, Prentice Hall) training

Texas Instrument calculator and Navigator training and updates

Tfast (Technology for all students and teachers)

Student Performance Indicators (SPI) training

Advanced Placement Workshops

## Evaluation

This objective will be evaluated by the results of the 2006 FCAT Mathematics Test. Other evaluations used throughout the year will be Interim Assessments, Algebra I Pretest, Data Analysis, Departmental Midterm and Final Examinations. Tutoring will be monitored through attendance logs.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

Scores on the Expository Writing Test showed the least amount of gains, decreasing by one percentage point. The Students with Disabilities subgroup showed a decrease of six percentage points. The White subgroup showed a decrease of one percentage point. Thirteen percent of students are not meeting high standards in Writing.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Daily Strategic Reviews (DSRs) in all language arts classes to increase the opportunity for all students to improve their writing skills.	Language Arts Department, Administrative Team	8/8/2005	5/24/2006
Establish vertical teaming for various writing modes thereby ensuring that students are adding to their writing ability each year.	Language Arts Department	8/8/2005	5/24/2006
Align curriculum to Sunshine State Standards in order to provide all students with the skills necessary for academic success in writing.	Language Arts Department	8/8/2005	5/24/2006
Provide students with the word of the day to expand their vocabulary.	Testing Chair, Language Arts Department	8/8/2005	5/24/2006
Implement the use of writing strategies across curriculum.	School wide-Instructional Faculty Members	8/8/2005	5/24/2006
Use the College Board's AP Potential Program to identify students who have potential to succeed in an advanced academic course.	Assistant Principal for Curriculum, Counselors	1/2/2006	5/24/2006
Utilize Read 180 in ninth grade Intensive Reading classes and ninth and tenth grade Special Education classes.	Intensive Reading Teachers, Reading Coach, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Encourage teachers to attend professional conferences, writing institutes, and in-service programs.	Assistant Principal for Curriculum, Administrative Team	8/8/2005	5/24/2006
Use SPI Data and Florida Comprehensive Assessment Writing Practice scores to enable analysis of the on-going progress of students.	Language Arts Department, Administrative Team	8/8/2005	5/24/2006

## **Research-Based Programs**

McDougal Littel Language of Literature Series (state adopted)

Holt Rinehart & Winston Elements of Language Series (state adopted)

Read 180

## **Professional Development**

Holistic Writing Workshops

Florida Comprehensive Assessment Writing Test

Advanced Placement Workshops

Curriculum mapping training

## **Evaluation**

This objective will be evaluated by the results of the 2006 Florida Comprehensive Assessment Writing Test. Other evaluations used throughout the year will be interim assessments, Pre and Post Writing Tests, and teacher-created assessments.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

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

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

Increase the scientific knowledge of all students.

### ***Needs Assessment***

Students in grade eleven scored eleven percentage points lower in the Life/Environmental strand. Students in grade eleven scored five percentage points lower in the Scientific Thinking strand.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by an increase in the mean scale score to 280 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement curriculum maps in all science courses.	Science Department, Administrative Team	8/8/2005	5/24/2006
Implement daily strategic reviews (DSR) in all science classes that are of the form and rigor of FCAT.	Science Department, Administrative Team	8/8/2005	5/24/2006
Implement Service Instruction Guidance (S. I. G.) tutoring sponsored by the University of Miami to provide students with remediation in science and math.	Science Department Chair, Individual classroom teachers	8/8/2005	5/24/2006
Provide after school tutoring sponsored by National Honor Society and the Science Honor Society in Science.	National Honor Society Sponsor, Science Honor Society Sponsor, Individual Teachers	8/8/2005	5/24/2006
Monitor classroom instruction through lesson plans, benchmark assessments, and district approved quarterly assessment.	Administrative Team	8/8/2005	5/24/2006
Develop teacher websites that contain daily homework assignments and links to internet sites.	Science Department	8/8/2005	5/24/2006
Conduct weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science Department, Science Department Chair	8/8/2005	5/24/2006
Provide training on the Explore Learning Program in order to implement content and technology-based science material.	Science Department Chair, Science Department, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Involve teachers in data-driven decision making by providing them with Student Performance Indicator data to enable an analysis of the on-going progress of their students.	Science Department, Administrative Team	8/8/2005	5/24/2006



## **Research-Based Programs**

The core Science Program Addison-Wesley state adopted series  
RiverDeep

## **Professional Development**

RiverDeep Training  
Academic Improvement Plan Training  
Student Performance Indicator Training  
Curriculum Mapping  
Creating Independence through Student Owned Strategies Training  
Texas Instrument Navigator  
Texas Instrument Graphing Calculators  
Grant Writing workshops  
Explore Learning Program Training  
Small Learning Communities Workshops

## **Evaluation**

This objective will be evaluated by the results of the 2006 FCAT. Other evaluations to be used will be Quarterly District Approved Assessments, Departmental Midterm and Final Examinations.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

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

The school will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

Miami Sunset faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental attendance was low during the 2004-2005 school year. Some parents may be employed in more than one job, with limited time to spare to attend their child's academic and social activities. The school continues to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2005-2006 school year.

## Measurable Objective

Increase parental participation in various school-sponsored activities as evidenced by a three percent attendance increase, when compared to 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Advertise events on flyers, posters & marquee to raise community and parental awareness and involvement.	Administrative Team	8/8/2005	5/24/2006
Conduct grade level orientations, college application, and financial aid meetings for parents in the evening.	Administrative Team, CAP advisor, Career Specialist, AP teachers	8/8/2005	5/24/2006
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	EESAC Chair, Principal	8/8/2005	5/24/2006
Conduct a Parent Teacher Student Association (PTSA) drive to increase parent, teacher, and student participation in the PTSA.	PTSA President, Administrative Team	8/8/2005	5/24/2006
Invite parents to award ceremonies honoring the achievements of selected students.	Administrative Team, Activities Director	8/8/2005	5/24/2006
Increase parental involvement by utilizing the Parent Academy and Parent Resource Center.	PTSA President, Administrative Team	8/8/2005	5/24/2006
Utilize L & R phone service to invite parents to school sponsored activities and notify them of pertinent information.	Administrative Team	8/8/2005	5/24/2006
Invite parents to attend an Advanced Placement Potential Meeting to inform them of advanced academic programs and provide question/answer session.	A.P. Administrator, Assistant Principal for Curriculum, A.P. Teachers	3/20/2005	3/28/2006
Attend Town Hall meetings for community networking.	Administrative Team	10/1/2005	5/24/2006

### Research-Based Programs

Parent Teacher Student Association (PTSA)

Families Building Better Readers

Center for Effective Parenting

## **Professional Development**

Monthly EESAC meetings

Parent Nights (Orientations, Open House, Financial Aid, A.P. Potential)

PTSA meetings

## **Evaluation**

The objective will be evaluated by workshop attendance rosters, PTSA membership rosters, and volunteer database.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

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

The school will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

After reviewing Student Case Management Referrals, the staff feels there is a need to review and monitor procedures to promote and maintain a safe learning environment in the areas of truancy and discipline. Administrative staff will continue to communicate and network with local alternative education schools.

## Measurable Objective

The school will decrease the percent of students suspended due to violations of the Student Code of Conduct-Secondary by one percent as documented by student case management referrals for both indoor and outdoor suspensions in order to promote and maintain a safe learning environment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent orientation meetings to communicate school discipline policies to all stake holders.	Administrative Team	8/8/2005	8/30/2006
Develop Critical Incident Report Team to ensure a safe learning environment.	Principal/Assistant Principal	8/8/2005	8/31/2005
Conduct Evacuation Lock Down drills to prepare for emergency situations.	Assistant Principal	8/8/2005	5/24/2006
Conduct student orientations to communicate school discipline policies to all stakeholders.	Administrative Team	8/8/2005	8/31/2005
Refer students identified with anger management problems to the TRUST counselor.	Faculty and staff, Alternative Education Staff, Administrative Team, School Resource Officer	8/8/2005	5/24/2006
Provide students/parents with the Code of Student Conduct-Secondary Handbook.	Administrative Team	8/8/2005	5/24/2006
Conduct Sunset Focus sessions to discuss pertinent school information, such as FCAT information, alcohol and drug abuse, bullying, and conflict resolution.	Leadership Team, TRUST Counselor	9/1/2005	5/24/2006

## Research-Based Programs

Not Applicable

## **Professional Development**

Promoting and maintaining a safe learning environment workshop

Critical Incident Response plan workshop

Code of Student Conduct-Secondary workshop

"It Didn't Have to Happen" video and pamphlet

## **Evaluation**

The Executive Summary Report provided by Informational Technology Services will be used to compare 2005-2006 data to the previous year.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

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

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

The administration analyzed and incorporated data found in the results of System for Technology Accountability and Rigor (STAR) program to better meet technology needs. According to the 2004 STAR report, Miami Sunset meets or exceeds county and state averages in all areas except student use of technology, 21st century learning tools, and community outreach. Annual participation of all stakeholders in the STAR survey is evident. In addition, although 100 percent of the building is fully wired, there is still a need to wire all relocatables.



## Measurable Objective

Teachers will increase their use of technology as evidenced by 100 percent utilizing the District web-based electronic gradebook by the end of the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training in the use of Student Performance Indicators (SPI).	Administrative Team	8/8/2005	5/24/2006
Utilize SPI data to target specific students' needs.	Administrative Team	8/8/2005	5/24/2006
Provide training for teachers on using EDUSOFT.	Administrative Team, Selected Teachers	8/8/2005	5/24/2006
Promote and encourage the use of the Parent/Student Grade Book Viewer.	Administrative Team, Grade Book Manager, Computer Specialist, Teachers	1/2/2006	5/24/2006
Provide training for teachers on using the District web-based electronic grade book.	Grade book administrator, Administrative Team	8/8/2005	5/24/2006
Assign three contact teachers as Grade Book Specialists.	Administrative Team	8/8/2005	5/24/2006
Purchase an additional Computer Specialist position to expand and maintain large network.	Principal	10/6/2005	10/6/2005
Provide funding to wire 29 relocatables for Internet/Intranet access.	Principal	11/15/2005	5/24/2006
Purchase additional computers to support implementation of technology throughout the curriculum.	Principal	10/15/2005	5/24/2006
Create informational technology and digital communication related Small Learning Communities.	Assistant Principals for Technology and Curriculum, Leadership Team	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

## **Professional Development**

Beginning Grade Book Training

Intermediate Grade Book Training

Advanced Grade Book Training

National Academy Foundation (NAF) Conference

Small Learning Communities workshop

Secondary School Reform Conference- Re-Culturing and Restructuring Concurrently

## **Evaluation**

This objective will be evaluated based on the results of the 2005 STAR School Profile Report, as well as a report from Excelsior Grade Book.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

The school will promote the overall health and fitness of students.

**Needs Assessment**

Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. Last year, Miami Sunset had 69 percent of students meet the minimum health-related standards.

## Measurable Objective

Given instruction in physical education classes, ninth grade students will improve their fitness as evidenced by 72 percent of students becoming award recipients as measured by the 2006 administration of the FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use pre and post test to determine fitness levels.	Physical Education (PE) Department	8/8/2005	5/24/2006
Emphasize the importance of physical and nutritional needs to students throughout their health classes.	PE Department	8/8/2005	5/24/2006
Attend Fitness Conference to gain information that can be shared with Physical Education Department.	Athletic Trainer, Assistant Athletic Director	10/7/2005	10/9/2006
Ensure that instructional time is dedicated to fitness related activities on a daily basis, in order to improve cardiovascular, flexibility, and muscular strength and endurance.	PE Department Chair, Administrative Team	8/8/2005	5/24/2006
Communicate the results of the quarterly assessments with parents/guardians via letters home.	PE Department , Administrative Team	8/8/2005	5/24/2006
Develop departmental quarterly assessments to assess levels of physical fitness.	PE Department, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Provide technology training to physical education staff on the Tri-fit system.	PE Department, Computer Specialists, Microsystems Technician	8/8/2005	5/24/2006
Use FITNESSGRAM to assess, enhance and maintain fitness.	PE Department, Computer Specialists, Microsystems Technician	8/8/2005	5/24/2006
Create a Small Learning Community in the area of health and fitness.	Assistant Principal for Curriculum, Leadership Team	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## **Professional Development**

FITNESSGRAM workshops

Fitness Conference

Small Learning Communities workshops

Faculty and Staff Wellness Day Inservice

## **Evaluation**

This objective will be evaluated based on the progress of quarterly assessments, FITNESSGRAM, and other teacher-created assessments.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

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

**GOAL 9 STATEMENT:**

All students will be given the opportunity to pursue areas of interest in a special talent.

**Needs Assessment**

Miami Sunset Senior High School provides students with the motivation needed to be successful in school. Sunset promotes the study of the fine arts and is interested in helping all students achieve the best education possible through all areas of the curriculum.

## Measurable Objective

Miami Sunset Senior High School will increase its elective offerings by two additional courses compared to courses offered in 2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer a curriculum that includes study in fine and applied arts, music and physical education.	Assistant Principal for Curriculum, Department Chairs	11/1/2005	3/31/2006
Provide extra-curricular activities that are based on the beliefs and mission of the school by meeting the needs and interest of the students.	Activities Director, Athletic Director	8/8/2005	5/24/2006
Provide transportation to students participating in extra-curricular activities.	Activities Director, Assistant Principal	8/8/2005	5/24/2006
Offer a curriculum that includes interdisciplinary and cross-curricular experiences in math, science, language arts, and social studies.	Assistant Principal for Curriculum, Department Chairs	11/1/2005	3/31/2006
Maintain and communicate to the stakeholders, through flyers and letters, a set of policies, procedures, and guidelines that govern student participation in school-sponsored extra-curricular activities.	Activities Director, Athletic Director, Administrative Team	8/8/2005	5/24/2006
Articulate with feeder schools to assess student interests.	Assistant Principal for Curriculum, Leadership Team, Literacy Leadership Team, Student Services staff	8/8/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Small Learning Communities

National Academy Foundation (NAF) Conference

Secondary School Reform Conference- Re-Culturing and Restructuring Concurrently

## **Evaluation**

This objective will be evaluated based on the number of electives offered in the 2006-2007 Curriculum Bulletin and Master Schedule.



## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

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 FLDOE indicate that in 2003, Miami Sunset Senior High School ranked at the 90th percentile on the State of Florida ROI index.

## Measurable Objective

Miami Sunset Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 90th percentile in 2003 to the 93rd percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrative Team	8/8/2005	5/24/2006
Attain more information about the use of financial resources in relation to school programs.	Administrative Team	8/8/2005	5/24/2006
Reconfigure existing resources and take advantage of broader resource bases.	Administrative Team	8/8/2005	5/24/2006
Consider shared use of facilities and partnering with community agencies.	Administrative Team, Adult Education Administrative Team, Career Specialist	8/8/2005	5/24/2006
Review school budget periodically to assess fiscal needs and redistribute funds, as needed.	Administrative Team	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Regional Center VI Principal/Assistant Principal meetings

EESAC/PTSA meetings

Small Learning Communities workshops

## Evaluation

On the next State of Florida ROI index publication, Miami Sunset Senior High School will show progress toward reaching the 93rd percentile.

## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

All students will graduate from high school within a 4-year period.

### ***Needs Assessment***

Last year, Miami Sunset's graduation rate was 73 percent. This was an increase of four percent from the previous school year. Secondary reform research indicates that the creation of Small Learning Communities in high schools will produce higher achievement levels, higher graduation and lower dropout rates.

## Measurable Objective

Miami Sunset Senior High School will increase the graduation rate from 73 percent in 2005 to 74 percent in 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identity school based leadership team.	Administrative Team	8/8/2005	5/24/2006
Review career education programs/academies with the school community.	Counselors, Administrative Team Leadership Team	8/8/2005	5/24/2006
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Administrative Team, Leadership Team	8/8/2005	5/24/2006
Research community partnerships associated with career/academy theme.	Administrative Team, Leadership Team	8/8/2005	5/24/2006
Develop a master schedule to accommodate the required courses for the Small Learning Communities.	Counselors, Administrative Team, Leadership Team	8/8/2005	5/24/2006
Review the matrix of courses for the selection of authorized courses for the Small Learning Communities.	Administrative Team, Leadership Team	8/8/2005	5/24/2006
Offer courses to complete graduation requirements and further explore career options.	Administrative Team, Adult Education Administrative Team	8/8/2005	5/24/2006

## Research-Based Programs

Secondary School Reform (SSR) Framework

## Professional Development

College and State University admissions workshops

Small Learning Communities workshops

Secondary School Reform Conference- Re-Culturing and Restructuring Concurrently

## **Evaluation**

This objective will be evaluated by the No Child Left Behind (NCLB) Adequate Yearly Progress Report indicating the graduation rate for the 2005 school year.

## *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:***

The EESAC recommended that the discretionary budget support FCAT enhancement. This would include not only staff allocations, but curricular materials as well.

### ***Training:***

The EESAC recommended that all instructional staff participate in in-service activities to incorporate the Sunshine State Standards strategies into the curriculum. The EESAC also recommended that teachers take advantage of programs offered by local, state, and national subject area organizations.

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

The EESAC recommended that teachers choose instructional materials that support the Sunshine State Standards strategies. Instructional materials should include print as well as non-print materials. Specific attention should be given to low readability and high concept materials to facilitate ESOL instruction and Intensive Reading instruction.

### ***Technology:***

The EESAC recommended that teachers should include technology in instruction. The EESAC also recommended the purchase of computers to run software provided by the textbook publishers. Teachers will be given opportunities to participate in instructional workshops to enhance their knowledge of curricular information on the internet, and to improve their use of software applications. Three teachers receive supplements for technology support for instructional staff.

### ***Staffing:***

The EESAC recommended that the positions of Microsystems technicians continue to support our use of technology. The EESAC also recommended that the test chairperson be maintained because of the importance of testing and a large student population.

***Student Support Services:***

The EESAC recommended that the counselors continue to participate in the grade level evening meetings to disseminate curricular information. The EESAC also recommended that the counselors be available throughout the day through flexible scheduling.

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

The EESAC recommended providing additional support to athletic teams, such as purchasing uniforms, equipment, and improvement of facilities, as needed.

***Benchmarking:***

The EESAC recommended the continuation of vertical teaming with the Miami Sunset Senior High School feeder pattern middle schools. This has allowed us to expand our Advanced Placement program by making it accessible to minority students. However, we should continue to explore ways to maintain enrollment.

***School Safety & Discipline:***

The EESAC recommended the continuation of Saturday School as an alternative to suspension.

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*