
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7701 - South Dade Senior High School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Mark Mijuskovic

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

South Dade Senior High School

South Dade Senior High is a school with a rich history and a unique demographic profile. Prior to the morning Pledge of Allegiance, the school's alma mater is played, a tradition that likely pleases prominent alumni who still attend the football games and have an active interest in the school's welfare. This pride extends across racial, ethnic, and socioeconomic lines as today's generation of Buccaneers are predominantly composed of White, African-American, Hispanic, and Mexican migrant students. Despite their differences in backgrounds and lifestyles, they display a sense of school pride that belies the D-grade moniker that has been haunting South Dade for the past four years. With this in mind, more than 50 school stakeholders have taken part in designing a comprehensive School Improvement Plan featuring the following objectives:

Given instruction using the Sunshine State Standards (SSS), students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), Black students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Black students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above

on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their mathematics skills as evidenced by 50 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 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 11 will improve their science skills as evidenced by an increase in the mean scale score to meet the state mean scale score of 293 as documented by the 2006 FCAT Science Test.

Given the need to increase parental involvement based on the volunteer data base, logs and PTSA membership South Dade Senior will increase the number of parents workshops provided in the school as compared to the 2004-2005 school year.

Given the need to provide a safe learning environment the school will reduce the number of suspensions and SPAR incidents by five percent as documented by the Student Case Management Executive Summary Report of 2005-2006.

Given the need to increase the use of technology by teacher and students in grades 9 - 12 will increase their use of technology by 10 percent as documented by a comparison of Media Center and computer lab logs, and FCAT Explorer Reports for the years 2005 and 2006.

Given instruction using the Sunshine State Standards, students in personal fitness courses will reach a health level of physical fitness as evidenced by an increase of three percent of the students passing the FITNESSGRAM as compared to 2004-2005.

Given subject selection offerings there will be an increase in the number of elective choices and an increase in after school offerings by two courses when compared to the offerings available the previous

year.

South Dade Senior will improve its ranking on the State of Florida ROI index publication from the 49th percentile in 2003 to the 52nd percentile on the next publication of the index.

Given the use of the Continuous Improvement Model and components of the Secondary School Reform the graduation rate will increase by at least one percent as reflected in the Adequate Yearly Progress Report.

In addition to the aforementioned academic goals, the school is seeking to expand the comfort zone among stakeholders as it pertains to understanding data and designing corresponding learning opportunities. With this in mind, the fashioning of a school-wide Continuous Improvement Model is in the works to address all students' academic needs. In conjunction with this initiative, there is a need for greater understanding of the concurrent financial picture. Through the EESAC, dialogue concerning SIP initiatives and requisite associated funds can begin to occur. Similarly, the employment of FCAT Enhancement money will be part of this group's decision making. It is through a total team effort and buy-in that South Dade Senior High School will move forward in both its school grade status and school reform efforts.

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.

South Dade Senior High School

VISION

The vision of South Dade High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technology-driven world. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

MISSION

The administration, faculty, staff, parents, and community of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

CORE VALUES

Honesty

Integrity

Respect

Fairness

Kindness

Citizenship

Cooperation

Responsibility

Excellence

School Demographics

South Dade Senior High opened in 1953 at 28401 SW 167th Avenue, Homestead, Florida. Current enrollment is 2770 in a ninth through twelfth grade configuration. The school is located in an area that is primarily agricultural and multicultural with a below-average socioeconomic base as evidenced by over 65 percent eligible for free and reduced lunch. The school's Exceptional Student Education Program's enrollment is at 640 students while 202 students are identified as English for Speakers of Other Languages (ESOL).

This school employs a total of 195 full-time staff members. Of this group, there are five administrators, 37 Exceptional Student Education teachers, three English for Speakers of Other Languages (ESOL) teachers, two media specialists, one reading coach and five guidance counselors. Their mission is supported by 16 full-time and part-time cafeteria workers, 20 fulltime and part-time custodians, 10 full-time and part-time clerical employees, and seven full-time and four part-time security monitors. Of the instructional staff, 15 percent are teachers new to this school, with the average length of time teaching in Florida being 12 years. Fifty percent of the instructional staff holds advanced degrees.

The diverse student population reflects that of the community and Miami-Dade County—26 percent white non-Hispanic, 21 percent black non-Hispanic, 51 percent Hispanic, and two percent Asian/Indian/Multiracial. Twenty-four percent are students with special needs, and eight percent are ESOL students. In student attendance, South Dade ranks last in all non-zone senior high schools. Twenty-seven percent of the students have serious attendance problems (over 20 days). The student mobility index is 36 percent.

South Dade's aging campus has features that speak to its uniqueness and attest to its constraints. The school is located on 60 acres in unincorporated Miami-Dade County. Although not within the city limits of Homestead, power is received from the city's utility. On the property is a 970 seat auditorium for school and community events, a lighted baseball field, a regulation softball field, competition track oval which has a regulation soccer field inside, a one acre tropical fruit grove, and 20 acres of row crop land and nursery buildings. Starting this year and continuing for the next three years, the 20 acre row crop field will be the site for construction of a new South Dade High School to replace the existing 52 year old building. Classes are held in an open campus design with patios and outside walkways separating wings of the building, which makes it hazardous during inclement weather. In addition, there are 19 portables used for classrooms. Within the last two years, all classrooms and offices excluding the portables have been networked, but due to the limitations of the aging facility, any new technological changes require major expense and retooling. The Media Center boasts 38 computers and an extensive collection of new titles as well as the Accelerated Reader program. In addition, there is one technology lab, a mathematics lab, an auto mechanics shop, and three business technology education labs. TV Production students broadcast each day from their own TV studio, but the existing equipment is antiquated. Recent improvements have brought the facility into compliance with the district and state fire and safety codes, but the changes have narrowed hallways and caused massive congestion as students move between classes. Miami-Dade County's South Dade Park and Pool are across the street from our property on the east side. This year, housing developments continue to be built on the fields adjacent to the northern and southern perimeter of the school as well as directly across from the school to the west. These new developments are causing serious traffic problems during the peak drop-off and pick-up times. As a result of the "Replacement School Analysis Report" prepared by Brown & Brown, Architects, South Dade will be demolished and replaced with a new building to be built on the existing row crop land at the corner of S.W 167th Avenue and 288 Street. The site of the former South Dade High will be converted to agricultural use to support the school's agricultural program.

South Dade Senior High features numerous programs catering to its diverse needs population. The Migrant Education Program serves the migrant student population. Severely Emotionally Disturbed (SED) students are enrolled in the Bertha Abess program on the campus. The Miami-Dade Community College Service Learning Program and Florida International University's Gear-Up Homestead provide tutors during the school day and after school for students. After-school tutoring is available through the faculty

and through the Stay-in-School program. Additional in-school counselors are: Stay-in-School, Department of Juvenile Justice Counselor, ESE Transition Specialist, school psychologist, Migrant Education Program, TRUST Counselor, Career Specialist, CAP Advisor. At-risk students have the opportunity to enroll at the Ombudsman off-campus education center. To be Title IX compliant, South Dade fields junior varsity and varsity teams in all major sports for boys and girls, and offers most minor sports.

The school makes numerous efforts to reach out to its community. South Dade High School has very active football, band, basketball, swim team and JROTC parent booster clubs. The membership in our PTSA is growing, and is made up of active and involved parents. Key dates and announcements are displayed on the school's website. Additionally, the school newspaper, The South Dade Scene, publishes the monthly calendar and announcements of upcoming events. The local newspaper is cooperative in printing announcements of upcoming events. Each year, parents complete the school climate survey. The auditorium is the hub of community activities, and student club members participate in local community organizations. The Agri-science Department sponsors the AG safety seminar for farm workers each year, and South Dade Adult classes are offered year round (GED, auto mechanics). Agri-science, Trade and Industrial, Technology, and Child Care students from South Dade participate each year in the Dade County Youth Fair. The Agri-science Department has strong ties with the University of Florida Extension Service and Tropical Research station. The Bio-medical Academy is actively involved with Baptist Homestead Hospital and Patches. These facilities provide clinical experience and internship for our students. Our Culinary Institute, Information Technology Academy, and Fine Arts Department all participate in district and state competitions.

School Foundation

Leadership:

Strong favorable sentiment continues with OPIS-derived measurements regarding Leadership. There is communication of school goals and provision of the structure in which to achieve them. Organizational members feel privy to the information and procedures that drive the practices within. Furthermore, the overall atmosphere is viewed as one that is conducive to performing assigned duties. General sentiments suggest that leadership supports professional growth opportunities and cares about what others think.

District Strategic Planning Alignment:

The Strategic Planning subcategory data indicates that there is a good understanding of how organizational goals affect job atmosphere. For the most part, there is a feeling that administration values and respects stakeholders' input and ideas, and progress is something that is a recognizable entity.

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 borne of recognition of key stakeholders in the institution. Here, communication is a hallmark whereby needs are articulated, and there is receptiveness to constructive criticism. Furthermore, there is an apparent element of trust evidenced in that community members feel liberated to exercise their respective problem solving abilities.

Faculty & Staff:

The Human Resource Focus portions suggests that while employees cooperate among each other and are open-minded to making self improvements, they feel slightly less positive regarding whether or not they are valued by the organization. The measurements derived here also suggest a C-plus grade among the remaining constituent parts. In this case, the workplace is perceived as somewhat safe. Similarly, stakeholders view the affective domains reserved for job performance recognition and opportunities for advancement as above average.

Data/Information/Knowledge Management:

The Measurement, Analysis, and Knowledge Management portion of the OPIS survey indicates that stakeholders understand how to quantify their efforts. There is introspection and a proactive approach to the extent that changes are made to existing practices as analysis dictates. These measurements are closely-tied to school improvement plans, a body of knowledge that most view as accessible.

Education Design:

The Business Results end of the OPIS spectrum indicates a high level of job satisfaction and pride in work. Beyond a slightly below average mark in the area of understanding the organization's financial picture, there are above average sentiments among time usage, removal of potential constraints to job performance, maintenance of high standards and ethics, and addressing community needs.

Performance Results:

Process management data indicates generally favorable sentiments. The process for doing work, available resources, a feeling of being in control, and being able to access feedback regarding quality of work all are above average.

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 type="checkbox"/>

GOAL 1 STATEMENT:

Our goal is to provide all students with the necessary reading skills to function in a technologically advanced, highly competitive global society.

Needs Assessment

Data results indicate the number of students in grade nine who scored a Level 1 decreased by seven percentage points, however, 58 percent continue to be at Level 1 indicating further remediation is necessary. Data results also indicate, the number of students in ninth grade who scored at level two, increased from one year to the next (19 to 23). The percentage of those scoring at level 3 or above remains consistently low creating the need for additional enrichment activities. Among 10th graders, the mean score of 268 was the lowest in the five year period. The 653 students tested was the high water mark, reflecting a need to reach both a wider number and variety of students. This serves as a focal point to 10th grade instructors and they need to act upon the data.

With 94 percent of African-American students having been tested, achieving another percentage point for AYP purposes remains highly probable. Similarly, but even more evident, is the need to test more students with disabilities. Thirty-seven percent of white students scored in the high standards area while all other subgroups performed in the teens or single digits, pointing to a need to target specific portions of the school's population.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), Black students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

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Given instruction using the Sunshine State Standards (SSS), SWD students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 9 and 10 will improve their reading skills as evidenced by 44 percent of the students achieving a level 3 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide 30 minutes of schoolwide daily independent reading through student selected text, structured activities, and classroom libraries.	Administrative Team/Homeroom Teachers/Reading Coach	08/08/2005	05/24/2006
Identify students in grades 9 - 12 who scored at FCAT levels 1 and 2 and schedule them in Intensive Reading classes.	Administrative Team/Reading Coach	08/08/2005	05/24/2006
Implement timed reading activities in the Language Arts/Reading classes.	Administrative Team/Reading Coach/Language Arts & Reading Teachers	08/08/2005	05/24/2006
Implement timed reading activities in the Language Arts/Reading classes.	Administrative Team/Reading Coach/Language Arts & Reading Teachers	08/08/2005	05/24/2006
Implement the SAT on-line tutorial programs via the Advanced Academic Language Arts classes.	Administrative Team/Reading Coach Selected Teachers	08/08/2005	05/24/2006

Provide teachers professional development in data-driven instruction by providing them with all available resources to enable them to analyze on-going progress of their students (AR/STAR, ORF/DAR).	Administrative Team/Reading Coach/Media Specialist	08/08/2005	05/24/2006
Incorporate reading strategies in the content area curriculum to assist students in advance and regular courses targeting particular members of AYP subgroups in order to improve their reading skills.	Administrative Team/Reading Coach/Content Area Teachers	08/08/2005	05/24/2006
Utilize best practices and effective learning strategies (Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notes, Graphic Organizers, Vocabulary, and Adjectives in Detail, Instructional Focus Calendar, CRISS) in grades 9-12.	Administrative Team/Language Arts & Reading Teachers/Reading Coach	08/08/2005	05/24/2006
Schedule Intensive Reading Plus classes for ninth grade students who need remediation in phonics based results of the on San Diego Decoding Evaluation.	Administrative Team/Reading Coach	08/08/2005	05/24/2006
Develop an in school pull-out tutorial program to ensure that the academic needs of the students in the lowest 25 percent are being met and progress will be monitored through teacher made assessments.	Administrative Team/Reading Coach	08/08/2005	05/24/2006

Research-Based Programs

Prentice Hall-Language Arts
 Read XL- Source Book, Intensive Reading Class,
 Read 180, ESE Reading
 REWARDS- Reading PLUS
 Plato - ESOL
 Ellis - ESOL
 Soar to Success – Intensive Reading

Professional Development

CRISS, Reading Strategies in the Content Areas, Infusing technology in the Language Arts program, Data driven analysis (SPI & SnapShot)

Evaluation

The 2006 FCAT Reading Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Our goal is to provide all students with the necessary mathematical skills to function in a technologically advanced, highly competitive global society.

Needs Assessment

With 69 percent of students at Level 1 or 2 in ninth grade, there clearly is a need to target large audiences for ancillary instructional activities such as pullout tutoring and before/after school tutoring. Some of these activities need to be tailored to those who are at Level 3 or above. Tenth graders came in at 62 percent at Level 1 or 2, creating nearly as large a target group as their ninth-grade counterparts.

Aside from the White student population, all subgroups performed below the Level 3 threshold. Marked improvements are needed among all remaining subgroups with Students With Disabilities, Limited English Proficiency, African-American, Economically Disadvantaged, and Hispanics scoring at 11, 14, 15, 27, and 32 percent respectively. This points to a need to further educate teachers regarding specific learning styles of varied students.

NCLB SUBGROUP TARGET

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

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly department meetings to develop teacher made assessments to monitor student progress.	Department Chair	8/8/2005	5/24/2006
Utilize performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication skills, and technology to improve critical thinking skills.	Math Teachers/Department Chair	8/8/2005	5/24/2006
Develop and implement curriculum maps and instructional focus calendars from CBC and SSS for Algebra 1, Geometry, and Intensive Math courses.	APC/Department Chair	8/8/2005	5/24/2006
Conduct professional development for teachers on how to analyzing student's progress by utilizing state adopted textbook assessments.	Administrative Team	8/8/2005	5/24/2006

Assist teachers in advanced courses to identify students not making adequate yearly progress in order to improve performance on state/district tests.	Math Honor Society Sponsor	8/8/2005	5/24/2006
Monitor the enrollment of students FCAT levels 1 and 2 in Intensive Math classes.	Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

Research-based programs such as the state adopted series published by Glencoe, McDougal Littell, and Prentice-Hall are utilized to facilitate instruction and ensure student progress.

Professional Development

Sunshine State Standards, Student Performance Indicators, Implementing Technology in the Classroom, CRISS, Data-Driven Instruction, FCAT Explorer, Edusoft, Content-area training for ESE teachers

Evaluation

The 2006 FCAT Reading Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Our goal is to provide all students with the necessary writing skills to function in a technologically advanced, highly competitive global society.

Needs Assessment

Two NCLB subgroups, LEP (60 percent) and SWD (57 percent) had scores that indicated the need to target these groups with intensive writing instruction were a radical. These serve as focal groups for remediation efforts. A look at trends reveals that expository writing scores have declined from 3.7 to 3.4 over a five year period. An emphasis will be placed on writing across the curriculum.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 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
Utilize Write Traits process in order to increase students' ability to write highly proficient essays in Advanced Academic courses.	Department Chair/ A.P. Language Arts Teachers	08/08/2005	05/24/2005
Implement effective pre-writing techniques and require students to use them in their essays across all disciplines.	Department Chair/ Language Arts Teachers	08/08/2005	05/24/2005
Implement different writing formats as they apply to real life situations in the content areas.	Department Chairs/ Content Area Teachers	08/08/2005	05/05/2005
Increase the opportunities for students to participate in school, district, state, and national writing contests.	Department Chair/ Language Arts Teachers	08/08/2005	05/24/2005
Utilize vocabulary strategies and grammar activities such as word walls and graphic organizers in all grades to improve writing skills.	Department Chair/ Language Arts Teachers	08/08/2005	05/24/2005
Administer the district's FCAT Writing pre/post tests to all 10 grade students, using the results to drive instruction.	Department Chair/ Language Arts Teachers	08/08/2005	05/24/2005
Utilizing the state-mandated Florida Writes rubric students in grades 9-12 will be trained on its use and instructed to use the rubric in self and peer editing.	Department Chair/ Language Arts Teachers	08/08/2005	05/24/2005

Research-Based Programs

McDougall-Littell, Writers Choice, Write Traits.

Professional Development

Writing strategies across the curriculum, Holistic scoring, FCAT Writing Plus.

Evaluation

The 2006 FCAT Writing Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made 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"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Our goal is to increase the scientific knowledge of all students in order to function in a complex society.

Needs Assessment

Average percent correct scores in the areas of physical and chemical, earth and space, and life and environmental sciences were at 36 percent, 45 percent, 36 percent and 58 percent respectively. Students in grade 11 met or exceeded district scores in these areas. Scientific Thinking was the area that exceeded the district's score of 50 percent. The need this year is to match or exceed the district score in the remaining three areas that are tested. This represents a point of emphasis as South Dade Senior begins its move toward learning academies as part of the reform effort. The mean scale score of 282 placed South Dade Senior in the middle range compared to other high schools in the district. Based on sign-in logs there was one workshop provided by the school for parents. In order to increase parental involvement the school will coordinate and conduct an increased number of parent workshops.

Measurable Objective

Given instruction using 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 state mean scale score of 293 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and utilize a curriculum map and scope and sequence that will integrate Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth/Space curriculum.	Department Chair/Science Teachers	8/8/2005	5/24/2006
Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Science Teachers/ Department Chair	8/8/2005	5/24/2006
Increase the use of process skills through group work in writing, technology, and inquiry based activities in science classes.	Science Teachers/ Department Chair	8/8/2005	5/24/2006
Develop a working instructional focus calendar that will allow for remediation and enrichment of the science benchmarks as indicated by the data provided by the benchmark assessments.	Science Teachers/ Department Chair/APC	8/8/2005	5/24/2006
Monitor classroom instruction through lesson plans, benchmark assessments, and school developed quarterly assessments.	Administrative Team	8/8/2005	5/24/2006
Conduct weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grades.	Science Teachers/ Department Chair	8/8/2005	5/24/2006
Increase opportunities for students to get involved in science related activities and competitions.	Science Department Chair/ Science Teachers	8/8/2005	5/24/2006

Research-Based Programs

Research-based programs such as state adopted series published by Glencoe, Holt, Rinehart & Winston, and Prentice Hall, are utilized to facilitate instruction and ensure student achievement.

Professional Development

Sunshine State Standards
Student Performance Indicators
Implementing Technology in the Classroom
CRISS
Data-Driven Instruction
FCAT Explorer
Developing project based learning (i.e. labs)
Content-area training for ESE teachers

Evaluation

The 2006 FCAT Science Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made assessments.

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.)

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<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 type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

A large number of the parents from the South Dade Senior High School community are unfamiliar with the school system and the State’s examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children’s academic and social activities. The school needs 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. Based on sign-in logs there was one workshop provided by the school for parents. In order to increase parental involvement the school will coordinate and conduct an increased number of parent workshops.

Measurable Objective

Given the need to increase parental involvement based on the volunteer data base, logs and PTSA membership South Dade Senior will increase the number of parents workshops provided in the school as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a Parent Teacher Student Association drive to increase parent participation in schoolwide activities.	PTSA President/ Administrative Team	8/8/2005	5/24/2006
Increase parental involvement especially in the AYP subgroups and in those scoring in the lowest 25 percent by utilizing the Parent Academy and Parent Resource Center.	PTSA President/ Administrative Team/ Guidance Department	8/8/2005	5/24/2006
Facilitate meetings with parents to inform them of topics of interest such as FCAT Prep, Post Secondary Planning, College Admission, Scholarships, Senior Graduation Requirements.	Administrative Team/ Guidance Department	8/8/2005	5/24/2006
Utilize the Telesoft Phone system, U.S. Mail and community organizations to relay important information to parents.	Administrative Team	8/8/2005	5/24/2006
Invite parents to participate in awards ceremonies, honoring the achievements of selected students in grades 9-12.	Administrative Team/ Activities Director	8/8/2005	5/24/2006
Provide an end of the year parent/volunteer Recognition and Award Breakfast.	Administrative Team/ Activities Director	8/8/2005	5/24/2006
Employ Student Services Personnel to assist in home communication and to provide parents with information regarding student progress and graduation requirements.	Guidance Department/ Administrative Team	8/8/2005	5/24/2006
Coordinate and increase the number parent workshops held.	Administrative Team/ Department Chairs/ Activities Director	8/8/2005	5/24/2006

Research-Based Programs

National Standards for Parent Involvement

<http://www.pta.org/parentinvolvement/standards/index.asp>

Bureau of School of School Improvement "Ride the Wave to Success in the Classroom:
Strategies the Enhance Parent and Family Involvement"

<http://osi.fsu.edu/waveseries/wave6.pdf>

Professional Development

N/A

Evaluation

Workshop attendance rosters

PTSA membership rosters

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.)

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Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment.

Needs Assessment

After analyzing the data regarding the number of referrals, suspensions and SPAR incidents, it is apparent that a greater effort needs to be made to reduce these areas.

Measurable Objective

Given the need to provide a safe learning environment the school will reduce the number of suspensions and SPAR incidents by five percent as documented by the Student Case Management Executive Summary Report of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide incentives for students to participate in school activities such as field trips, etc. based on their suspension history.	Administrative Team/ Activities Director/ Department Chairs	8/8/2005	5/24/2006
Provide identified students with anger management counseling to reduce the number of conflicts.	Guidance Department/ TRUST counselor	8/8/2005	5/24/2006
Identify and train peer mediators to assist students in conflict resolution.	TRUST Counselor	8/8/2005	5/24/2006
Provide students/parents with the Code of Conduct Handbook.	Administrative Team	8/8/2005	5/24/2006
Increase the number of parent conferences (phone and/or in person) by the classroom teacher.	Classroom Teacher	8/8/2005	5/24/2006
Provide behavioral support using the LEAPS Program to make positive affective behavioral changes in EH classes.	ESE Dartment Chair/ Behavior Managment Teacher/ EH Counselor	10/4/2005	5/24/2006
Identify students to serve as "BUC Patrol" to assist school personnel with crime watch.	Administrative Team/ Head of Security	8/8/2005	5/24/2006
Improve school-wide attendance using incentives and parent communication.	Administrative Team/ Social Worker/ Clerical Staff	8/8/2005	5/24/2006
Communicate school discipline policies to all stakeholders via the distribution of the Student Code of Conduct Handbook.	Administrative Team/ Discipline Committee	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Classroom Management Workshops

LEAPS Training

Evaluation

The Executive Summary Report provided by OIT 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.)

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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:

Our goal is to provide all students with the necessary skills needed to function in a technologically advanced, highly competitive global society.

Needs Assessment

Although we have over 600 computers in the school, there is still a need to finish networking 19 portables. Additionally, with a lack of classroom space there is a need for portable computer labs to be purchased in order for students to be able to access technology in all subject areas. Professional development for teachers is needed in all areas (Email, SPI, Excelsior, Microsoft Office Applications, FCAT Explorer and AIP's). According to the 2004 STaR School Profile Results South Dade meets or exceeds state and county averages in all areas except community outreach.

Measurable Objective

Given the need to increase the use of technology by teacher and students in grades 9 - 12 will increase their use of technology by 10 percent as documented by a comparison of Media Center and computer lab logs, and FCAT Explorer Reports for the years 2005 and 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement all teachers will use the District Electronic Gradebook Program.	Department Chairs / Teachers/ Administrative Team/ Computer Specialist	8/8/2005	5/24/2006
Implement instructional strategies using available technology resources in their lessons.	Department Chairs / Teachers/ Administrative Team/ Computer Specialist	8/8/2005	5/24/2006
Develop a rotating schedule to ensure students with special instructional needs are able to access technology such as READ 180, PLATO, and ELLIS.	ESOL and ESE Department Chairs / ESOL and ESE Teachers/ Administrative Team/ Computer Specialist	8/8/2005	5/24/2006
Promote and encourage the use of the Parent/Student Gradebook Viewer through workshop presentations.	Department Chairs / Teachers/ Administrative Team/ Computer Specialist	8/8/2005	5/24/2006
Increase opportunities for students to use technology as it relates to projects, reports, labs etc.	Department Chairs / Teachers/ Administrative Team/ Computer Specialist	8/8/2005	5/24/2006
Purchase portable computer labs for classroom teacher use through Media Center funds.	Media Specialist/ Computer Specialist	8/8/2005	5/24/2006
Schedule monthly meetings for the Technology committee to assess needs and make recommendations if necessary.	Administrative Team/ Computer Specialist/ Technology Committee	8/8/2005	5/24/2006

Research-Based Programs

ELLIS

PLATO

READ 180

Professional Development

Professional Development on Research-Based Programs
Excelsior Training and Mentoring
Use of instructional technology in all subject areas.

Evaluation

The results of the 2005 STaR School Profile Report.
Technology Committee meeting agendas & sign in sheets.
Professional Development Agendas and sign in sheets.
Leadership Team observation of the use of technology during class visitations.

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.)

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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:

Our goal is to promote a life long pursuit of physical fitness and health to our student body in order to function in a complex demanding society.

Needs Assessment

Analysis of data of the Fitnessgram Test data for the last four years indicates that 56 percent of students enrolled in PE courses passed the FITNESSGRAM. Records indicate that students performing low on the test had poor attendance.

Measurable Objective

Given instruction using the Sunshine State Standards, students in personal fitness courses will reach a health level of physical fitness as evidenced by an increase of three percent of the students passing the FITNESSGRAM as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students tested.	Department Chair/ Teachers	8/8/2005	5/24/2006
Develop and implement a departmental quarterly assessment.	Department Chair/ Teachers	8/8/2005	5/24/2006
Communicate to parents/guardians the results of the quarterly assessments.	Department Chair/ Teachers	8/8/2005	5/24/2006
Increase the number contacts with parents of students with five or more absences per nine weeks.	Department Chair/ Teachers	8/8/2005	5/24/2006
Emphasize through instruction the physical fitness and nutritional needs of students.	Department Chair/ Teachers	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Teachers will meet to develop quarterly assessments.
 FITNESSGRAM and other related workshops.
 Infusing FCAT in Health and Personal Fitness courses.

Evaluation

Progress monitoring will occur throughout the year utilizing teacher developed quarterly assessments. The FITNESSGRAM test will serve as the final evaluation.

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.)

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Electives and special area classes provide an opportunity for students to explore areas of interest and develop appreciation of the fine arts. This opportunity provides students with the motivation necessary to be successful in school.

For some, the forms of expression available through elective classes are strong motivational factors to attend school. Given the requirements outlined in the Comprehensive Research Based Reading Plan, FCAT Level One and Two students are compromised in such selectivity by their mandated placement in Intensive classes. The school placed last in attendance among non-zone high schools during the 2004-2005 school year. Finding a means to incorporate interest-based activities during non-school hours becomes significant in light of these facts.

Measurable Objective

Given subject selection offerings there will be an increase in the number of elective choices and an increase in after school offerings by two courses when compared to the offerings available the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a school-wide survey to determine levels of interest in drama, a program recently discontinued, as well as other potential offerings.	Department Chair/ Activities Director	8/8/2005	5/24/2006
Secure transportation home through existing activity bus routes.	Activities Director	8/8/2005	5/24/2006
Use the school newspaper, closed-circuit television, and PA announcements to publicize and recognize participants.	Newspaper Sponsor/ Activities Director/ TV Production Teacher	8/8/2005	5/24/2006
Seek parental involvement through the formation of booster clubs and other means of sponsorship.	Activities Director/ Administrative Team	8/8/2005	5/24/2006
Offer club sponsorships to faculty members interested in identified activities.	Administrative Team/ Activities Director	8/8/2005	5/24/2006
Find sister schools to assist in implementation strategies for given programs.	Administrative Team/ Activities Director	8/8/2005	5/24/2006
Seek EESAC funding for incentives and rewards by tying in attendance factor.	Administrative Team/ EESAC	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Small Learning Communities

Evaluation

Students will be monitored through attendance rosters maintained by the classroom teacher.

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.)

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

GOAL 10 STATEMENT:

Our goal is to rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, South Dade Senior ranked at the 49th percentile on the state of Florida ROI index.

Measurable Objective

South Dade Senior will improve its ranking on the State of Florida ROI index publication from the 49th percentile in 2003 to the 52nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Workshops will be provided to the staff regarding a greater improvement in all areas measured by the ROI index.

Evaluation

On the next State of Florida ROI index publication, South Dade Senior will show progress toward reaching the 52nd 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.)

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

GOAL 11 STATEMENT:

Our goal is to graduate all of our students within four years and be able to function in a technologically advanced, highly competitive global society.

Needs Assessment

Our graduation rate is 49 percent indicating a large portion of our students' needs are not being met. Therefore, we are participating in the Secondary School Reform through the establishment of smaller learning communities to provide increase support and continuity in order to better meet our students' needs and increase their graduation rate.

Measurable Objective

Given the use of the Continuous Improvement Model and components of the Secondary School Reform the graduation rate will increase by at least one percent as reflected in the Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete the Secondary School Reform Readiness Profile.	Administrative Team/Selected Teachers	8/8/2005	5/24/2006
Review career education program/academies with the school community.	Administrative Team/ Social Studies Teachers/ Students	8/8/2005	5/24/2006
Research community partnerships associated with career/academy themes.	Administrative Team/ Students	8/8/2005	5/24/2006
Review the matrix of courses for the selection of authorized courses for the selected career academies theme or small learning communities.	Administrative Team/ Department Chairs/Guidance Department	8/8/2005	5/24/2006
Complete a comprehensive articulation plan.	Administrative Team/ Department Chairs/Guidance Department	8/8/2005	5/24/2006
Develop a master schedule to accommodate the required courses for the small learning communities.	Administrative Team/ Department Chairs/Guidance Department	8/8/2005	5/24/2006
Implement differentiated professional development for teachers and administrators to integrate small learning communities themes into content areas.	Administrative Team/ Department Chairs	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Workshop for teachers regarding Graduation Requirements

Evaluation

Guidance counselors will monitor student credit histories to assist students in meeting the graduation requirements in a timely manner.

EESAC Compliance

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

Budget:

The EESAC has made recommendations regarding the budget and will continue to monitor the budget throughout the school year.

Training:

The EESAC has reviewed and purchased some of the instructional materials utilized by classroom teachers.

Instructional Materials:

The EESAC has supported the purchase of technology to support classroom instructional needs by recommending the use of portable computer laboratories.

Technology:

The EESAC has supported the purchase of technology to support classroom instructional needs by recommending the use of portable computer laboratories.

Staffing:

The EESAC has received information regarding staffing needs and the utilization of staff to support the School Improvement Plan.

Student Support Services:

The EESAC has been involved in supporting affective services such as SADD, Peer Mediation, and Suicide Prevention.

Other Matters of Resource Allocation:

The EESAC will continue to assess and make recommendations regarding resources to provide support for the SIP.

Benchmarking:

EESAC will be updated monthly on the school's progress in the implementation of the SIP.

School Safety & Discipline:

The EESAC has participated in discussions and continue to support the creation of incentives to foster improvements in discipline, safety and student attendance.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent