
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7721 - South Miami Senior High School

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Craig Speziale

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Miami Senior High School

South Miami Senior High is composed of ninth through twelfth grade students and is comprised of primarily a tri-ethnic population of close to 2,800. The student ethnic makeup is mostly Hispanic with a small White, Black and Asian/Indian population. The South Miami Senior High School “Celia Cruz School of the Arts” magnet program attracts students from all over the district. A strong emphasis is placed on literacy in all grades and the administrative team will continually monitor and support all efforts to improve student achievement.

As part of the needs assessment process, South Miami Senior High has carefully reviewed a variety of data including, but not limited to, the following: school climate, suspension rate, overall test scores, previous year's School Improvement Plan, student attendance, and enrollment in advanced academics. School needs were reviewed as they relate to the eleven stated goals. The District Strategic Plan and the Secondary School Reform Act were instrumental in the development of our plan. Goals were generated based on the ability to reflect and reassess throughout the school year as data is received and analyzed. Reflecting and reassessing provides us the opportunity to “continuously improve” as a school and better meet the needs of our students, parents, and community. As a result, the South Miami Senior High Educational Excellence School Advisory Council (EESAC) has identified the following objectives as its school wide priorities for the 2005-2006 school year.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase Reading skills as evidenced by 34 percent of students scoring at Achievement Level 3 or above on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the African American NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Limited English Proficiency (LEP) NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Students with Disabilities (SWD) NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Economically Disadvantaged NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the

Hispanic NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on Sunshine State Standards, all students in grades nine and ten will improve their mathematic skills, as evidenced by 63 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

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

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) in grades nine and ten will improve their mathematics skills, as evidenced by a minimum of 50% of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills, as evidenced by a minimum of 50% of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade ten will maintain or improve their level of writing skills as evidenced by 93 percent of the students scoring 4.0 or above on the 2006 administration of the FCAT Writing Plus test.

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

Given the need to increase the parental involvement of our bilingual parents, South Miami Senior High will provide three bilingual parent events as documented by attendance logs.

Given the need to improve student attendance, South Miami Senior High School will increase the 2005-2006 school year attendance rate of 94.45 by .2 percentage points as compared to the 2004-2005 school year, as documented by the attendance reports.

Given the need for more computers, South Miami Senior High will decrease the computer-student ratio of 1:6 to 1:5 by the end of the 2005-2006 school year, as documented by the Property Control Inventory.

Given instruction in Physical Education, South Miami Senior High will increase the number of FITNESSGRAM award recipients by 3 percent as measured by the 2006 FITNESSGRAM, compared to the 2005 FITNESSGRAM.

Given the advantages of an advanced academic curriculum, South Miami Senior will increase by 3 percent the number of students enrolled in Advanced Placement and Honors courses for 2006-2007 school year as compared to the 2005-2006 school year, as evidenced by class rosters.

South Miami Senior High will improve its ranking on the State of Florida ROI index from the 80th percentile to the 82nd percentile in the next publication of the index.

Given a school-wide emphasis on achievement, the graduation rate of 60 percent will increase by 1 percent compared to the previous data, as documented by the next District report.

After careful analysis of the Organizational Performance Improvement Snapshot, South Miami Senior High has many areas of strength in which to feel positive. Our faculty is satisfied with their profession and feels they are genuinely serving our students and parents. They feel our students are pleased with the services they are receiving from our faculty and staff. We also strongly feel our students are equipped to become productive, service-oriented members of our society. The results show that administration encourages faculty to grow professionally and provides them with opportunities for development.

However, there are areas where we can improve. It was discovered that improving communication is an area in which we could focus. Some teachers felt the administration could do more to assist and provide them with more resources. They want to be able to share their ideas more often. Teachers need to know that their ideas are welcome and well received. They also need to feel comfortable making requests for resources. The aforementioned both relate directly to communication.

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 Miami Senior High School

VISION

South Miami Senior High School encourages students to embrace the multicultural and tri-ethnic community found in Miami-Dade County. South Miami's students will be continually challenged in all academic areas. The needs of the learners will direct decision-making. Our faculty and students will work as partners with parents, other schools in our feeder pattern, local business leaders and officials throughout the city. South Miami Senior High School will promote an academic atmosphere which will reinforce the self-esteem of students through their successful performance on standardized tests, engender successful student participation in career and employment opportunities, and will monitor students' progress in the continually developing fields of technology as we prepare them for the world of work. We further believe that students must be taught to respect themselves and others as persons belonging to literate, multicultural social groups, and to conduct themselves according to high ethical and moral standards.

MISSION

The mission of South Miami Senior High School is to prepare students for the experiences of lifelong learning necessary for productive citizenship. South Miami Senior High School believes that a safe, nurturing, educational atmosphere which requires high academic performance and achievement must provide students with the opportunity to explore new challenges, to take risks, to set and achieve goals, to expand their sense of worth, and to make contributions to both their school and community. It is our mission to provide this environment and promote success for all of our students.

CORE VALUES

South Miami Senior High School is dedicated to student achievement in every sense of the word. We work diligently to increase access for parents and students to advanced academic courses. Additionally, we strive to increase ESE student participation in regular education classes, as well as, encourage ESOL students to take advanced courses. Reading is another fundamental aspect in ensuring increased student achievement for all students. Emphasis is given to reading across the curriculum for this purpose.

South Miami Senior will honor the diversity of our community by working as a team to ensure the educational success of all our students, with integrity, honesty, respect and fairness.

School Demographics

South Miami Senior High School is located on eleven acres in south central Miami-Dade County at 6856 SW 53rd Street, Miami, Florida 33155. The campus opened in early November 1971. Twelve portables provide additional classroom space. The School Board has approved plans for the addition of a new wing that will include state-of-the-art science laboratories, a dance studio, an art studio, and extra classrooms. Our new wing is due for completion in early 2006.

South Miami Senior High School employs 205 full-time staff members with the majority consisting of teaching faculty and guidance counselors. Half of South Miami's faculty hold postgraduate or doctorate degrees, and 8 hold National Board Certification.

South Miami Senior High is composed of ninth through twelfth grade students and is comprised of primarily a tri-ethnic population of close to 2,800. The student ethnic makeup is as follows: 82% Hispanic, 8% White (non-Hispanic), 9% Black and 1% Asian/Indian and Multicultural. The South Miami Senior High School "Celia Cruz School of the Arts" attracts students from all over the district. There are approximately 400 magnet students in music, art, theater, dance, television production, photography and graphic and commercial arts. ESE (excluding Gifted) and ESOL students combined comprise approximately 25 percent of our student body.

School Foundation

Leadership:

Overall, the data on the Organizational Performance Improvement Snapshot (OPIS) reveals, with a score of 4.4, that our school and staff have a clear and definitive idea of the school's vision and mission. This is fostered by our supervisors constant sharing of organizational information and their values in guiding our staff, as data indicates with a 4.3 OPIS score. Supervisors also encourage staff to grow and advance professionally by providing information and opportunities regarding professional development. To continue with the positive professional atmosphere, we will offer more opportunities for staff to voice their opinions.

District Strategic Planning Alignment:

The OPIS score of 4.1, indicates that the majority of the staff has a clear vision of their individual responsibilities and how fulfilling their responsibility affects the attainment of our school's goals. The data also indicates, with a score of 3.8, that in the future, it would be beneficial to reach out to the faculty and staff for their ideas regarding how to better meet the needs of our students.

Stakeholder Engagement:

According to the data on the Organizational Performance Improvement Snapshot (OPIS), our faculty responded with a score of 4.5 that they know who they are serving and how to meet their stakeholders' needs. They also indicated that communication with stakeholders is frequent, positive, and reciprocated. However, a score of 4.1 indicates that our faculty feels they should have a more significant role in deciding what is best for their customers.

Faculty & Staff:

The implementation of the Curriculum Council has enabled all departments to form a cohesive unit in the information, planning and decision-making for the school as a whole. A sense of teamwork is definitely felt among the faculty and staff as data indicated with a response score of 4.2 on the OPIS. The data also indicates, with a score of 4.1, that the staff feels they are encouraged to advance their skills to improve their work and that they are recognized for their accomplishments.

Data/Information/Knowledge Management:

The OPI score indicates, with a score of 4.6, that the staff is extremely knowledgeable in evaluating the quality of their work, assessing whether or not changes need to be made, and making changes based on their assessments. The OPIS score also suggests that gathered data is constantly being utilized to make curricular decisions that impact the overall goals of our organization. The faculty also feels that they are well-informed about the progress of our organization as data shows with a score of 4.2.

Education Design:

The data on the OPIS indicates, with a score of 4.1, that the faculty has clarity and control regarding their work process. They also have the knowledge and ability to assess how the process of their work affects our school's goals. They feel, as indicated by a score of 4.1, they have ample opportunities to grow and develop professionally and are

given adequate resources in order to meet the needs of their students and parents.

Performance Results:

Our faculty definitely feels that we are assisting our community by meeting the needs of our students and parents. The OPIS data in this area indicates with a score of 4.3, that the faculty has expressed satisfaction in their work and they feel that our students and parents reciprocate the feeling. Teachers also expressed that their time and skills are being well-utilized.

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

GOAL 1 STATEMENT:

South Miami Senior High will improve the reading skills of students in grades nine and ten.

Needs Assessment

An analysis of the reading data from the 2005 FCAT indicates that the percentage of tenth grade students scoring at Level 3 or above decreased by 3 percentage points, at 27% when compared to the previous year. Students in grade nine showed an increase of 5 percentage points, at 29% as compared to the 2005 FCAT data. The data indicates that the grade ten students had a percentile decrease in all benchmark areas except the Words/Phrases benchmark, which only increased by 1 percentage point. The Reference/ Research benchmark had the highest percentile decrease of 4 percentage points. The students in grade nine had an increase in the Main Idea and Comparisons benchmarks and a decrease of 10 percentage points in the Reference/Research area. They also decreased by 7 percentage points in the Words/Phrases benchmark.

However, overall the data indicates that all students made impressive learning gains which increased from 48 percent to 54 percent and the students in the lowest 25th percentile as the ninth and tenth grades combined made a 19 percentage point gain from the previous FCAT administration.

The data indicates that only 6 percent of the Limited English Proficiency (LEP) No Child Left Behind (NCLB) subgroup population scored 37 percent or above grade level in Reading. The data indicates that 15 percent of the African American NCLB subgroup scored at 37 percent or above grade level and 14 percent of the Students with Disabilities scored at 37 percent or above grade level. The data indicates that 23 percent of the Economically Disadvantage students and 27 percent of the Hispanic students scored 37 percent or above grade level.

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 based on the Sunshine State Standards, students in grades nine and ten will increase Reading skills as evidenced by 34 percent of students scoring at Achievement Level 3 or above on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the African American NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Limited English Proficiency (LEP) NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Students with Disabilities (SWD) NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Economically Disadvantaged NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students identified as the Hispanic NCLB subgroup will increase their reading skills as evidenced by a minimum of 44% of the students scoring at or above grade level on the 2006 FCAT administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and promote a collection of reading materials targeting the various interests and levels of our students and implement the Reading Counts Program to encourage excitement and interest towards reading. Teachers will monitor the points students earn, and the school will reward students for the points they have attained.	Media Specialists Reading Coordinator	10/12/2005	5/24/2006
Utilize the Academic Improvement Plans (AIP) to identify students with significant academic	Teachers Assistant Principals	11/9/2005	5/24/2006

deficiencies to provide them with extra assistance and monitor their progress.	Department Heads		
Identify the students in grades nine and ten who scored at Level 2 and provide them with a class of homogeneous grouped students through Language Arts program.	Assistant Principals	8/8/2005	5/24/2006
Implement CRISS strategies throughout the curriculum.	Principal Assistant Principals All Department Chairs	8/8/2005	5/24/2006
Implement a tutoring program to include after-school tutoring, as well as, a Saturday Cobra Academy to provide students with individual and small group instruction. Students identified in the No Child Left Behind subgroups will be targeted for attendance.	Principal Assistant Principals Reading Coordinator	9/6/2005	5/19/2006
Identify the students in grades nine and ten who scored at Level 1 on the FCAT and provide them with an intensive reading course. Students in the No Child Left Behind subgroups, African American, Economically Disadvantaged, and Students with Disabilities will be targeted for this program.	Assistant Principals Reading Coordinator	8/8/2005	5/24/2006
Utilize the Voyager Learning Program for all students enrolled in ESOL classes to address the NCLB Limited English Proficiency and Hispanic subgroups. Analyze data according to the Continuous Improvement Model.	ESOL Department Chair Principal Assistant Principals	10/11/2005	5/25/2006

Research-Based Programs

All teachers will use CRISS reading strategies, and selected teachers will use the READ 180 Program for their intensive reading classes. All ESOL teachers will be utilizing the Expanded Voyager Learning Intervention Program with their students. Either Sourcebooks by Great Source, Interactive Reader by McDougal Littell or Language of Literature books by McDougal Littell are assigned to students. The FCAT Preparation and Practice, by McDougal Littell and Grammar Composition, by Glencoe are also being utilized. The grade 10 practice books Forward with FCAT will also be used in the small group settings. The Business Education Department will utilize web-based applications on reading days, such as FCAT Explorer and Riverdeep.

The after school tutoring program will be using the Excelling on the Grade 10 FCAT in Reading by Amsco and the FCAT Power by New Readers Press.

Professional Development

Training will be provided to selected teachers and administrators on the Voyager Learning Intervention Program. A refresher course in CRISS strategies will also be offered to select staff. Read 180 workshops will be accessible to the Intensive Reading teachers and select staff. Departmental meetings and early release day workshops will give teachers an opportunity to share best practices and current reading strategies. The reading specialist will model methods for teaching reading and will support all staff members at their request. Student Performance Indicator (SPI) training will also be provided to all teachers upon request.

Evaluation

This objective will be evaluated in June 2006 utilizing the results of the March administration of the FCAT Reading Test. On-going monitoring will be done through the district interim testing program. Modifications will be made throughout the year based on the data gathered.

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

GOAL 2 STATEMENT:

South Miami Senior High School will increase the math skills of students in grades nine and ten.

Needs Assessment

An analysis of the 2005 FCAT Mathematics Test reveals that 62 percent of all students in grades nine and ten met high standards in mathematics, a five percent increase from the 2004 FCAT. The data also reveals that all grade nine and ten students made a 2 percentage point increase in learning gains, from 71 percent on the 2004 FCAT up to 73 percent on the 2005 FCAT. Grade nine students increased 10 percentage points from 41 percent to 51 percent of the students scoring at Achievement Level 3 or above. The percentage of students in grade ten meeting high standards did not change from the 2004 FCAT administration to the 2005 FCAT administration. The content cluster data reveals that the grade ten students answered only 40 percent correct in the Measurement cluster as compared to 60 percent on the previous FCAT administration. The data also reveals a decrease in the number correct in both the Geometry and Algebraic Thinking Cluster areas. In the 2004 FCAT administration the grade 10 students had 43 percent correct in the Geometry cluster and only 36 percent correct on the 2005 administration. The results of the Algebraic Thinking cluster had a 14 percent decrease in the number correct from 2004 to the 2005 FCAT administration. These results indicate that students need additional assistance in these three content cluster areas. The FCAT data for grade nine students showed no change in the scores in the areas of Number Sense, Measurement, Reference/Research and Data Analysis, but a decrease of 9 percentage points in the Geometry cluster area.

Among the No Child Left Behind (NCLB) subgroups, 75 percent of white students, 54 percent of Hispanic students, and 52 percent of Economically Disadvantage students scored at or above grade level in math. The 2005 FCAT

results indicate that the students among the African American, Limited English Proficiency and the Students with Disabilities will require additional assistance in the area of mathematics. Only 21 percent of the Students with Disabilities scored at or above grade level on the 2005 FCAT administration. The Limited English Proficiency NCLB subgroup had 38 percent scoring at or above grade level in Math and 42 percent of the NCLB African American population scored at or above grade level in Math.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards, all students in grades nine and ten will improve their mathematic skills, as evidenced by 63 percent of the students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

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

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) in grades nine and ten will improve their mathematics skills, as evidenced by a minimum of 50% of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills, as evidenced by a minimum of 50% of students scoring at or above Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a small group Geometry program to provide extra assistance for students preparing for the FCAT.	Math Department Chair	9/9/2005	5/19/2006
Implement a school tutorial program for low-performing students. The Saturday Cobra Academy will offer classes addressing each FCAT strand. After school tutoring will also be available. Students identified in the No Child Left Behind (NCLB) subgroups will be targeted for attendance.	Principal Assistant Principals	9/6/2005	5/19/2006
Involve teachers in data-driven decision-making by providing them with available student performance data. This would provide them with the tools to analyze the ongoing progress of their students including the students identified in the NCLB subgroups.	Assistant Principals Test Chair Math Department Chair	8/23/2005	5/24/2006
Administer district FCAT interim assessments aligned to the Sunshine State Standards tested benchmarks. Analyze data according to the Continuous Improvement Model.	Math Department Chair Assistant Principals	11/1/2005	1/31/2006
Administer diagnostic test to all grade 9 and 10 students.	Math Department Chair Math Teachers	8/15/2005	5/24/2006

Research-Based Programs

FCAT workbooks and transparencies by Prentice Hall are used in Geometry and all teachers utilize the FCAT class set of books by AMSCO. The Cognitive Tutor Program will be utilized with the grade nine students. Glencoe Algebra I books will be used for all regular Algebra I classes and the Prentice Hall Algebra I book for all Honors and Gifted students. Algebra II books are by Glencoe and McDougal Littell. The Key Curriculum, Discovering Geometry books are being utilized for the Honors and Gifted Geometry students.

The after school tutoring program utilizes the FCAT Amsco Publication, FCAT Math Coach by Jerome Kaplan, the FCAT Advantage by Kaplan Learning Services and the Released FCAT Booklets by Doe.

Professional Development

Geometry workshops will be offered to select teachers. All mathematics instructors will be offered the CRISS strategies refresher course and will be offered sessions that pertain to data analysis and differentiating instruction. Select teachers will receive training in the use of the Cognitive Tutor Math Program and the FCAT Explorer.

Evaluation

Scores on the 2006 administration of the mathematics FCAT will evaluate this objective. District interim assessments will be used to monitor progress toward this objective. Modifications will be implemented.

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

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 3 STATEMENT:

Students at South Miami Senior High will continue to maintain or improve the high standards of writing as measured on the 2005 Florida Writes/FCAT exam.

Needs Assessment

An analysis of the 2005 Florida Writes/FCAT Writing Test reveals that 92 percent of all students in grade 10 scored at or above Achievements Level 3. Among the No Child Left Behind (NCLB) subgroups, 93 percent improved their writing skills by at least 1 percentage point. The data shows that students performed higher on the persuasive prompt, 4.1 as compared to 4.0 on the expository prompt. The combined mean score was 4.1, which is .2 higher than the scores on the previous FCAT administration. The students improved by .1 on both the persuasive and the expository prompt as compared to the previous FCAT administration.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will maintain or improve their level of writing skills as evidenced by 93 percent of the students scoring 4.0 or above on the 2006 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the "Six Traits of Writing" process in order to increase students' ability to write highly proficient essays.	Language Arts Department Chair Grade 10 Language Arts teachers Health Teachers	10/24/2005	5/24/2006
Develop and implement curriculum maps with instructional focus calendars that are aligned to the Competency-Based Curriculum and the Sunshine State Standards (SSS) with a focus in writing for students in grades nine and ten.	Language Arts Department Chair Grade 10 Language Arts teachers	9/2/2005	5/24/2006
Model the writing process using different modes of writing for students at all levels in classes and across the various academics.	Language Arts Department Chair Grade 10 Language Arts teachers	8/8/2005	5/24/2006
Design mid-term and final examination essay questions which model FCAT writing prompts.	Language Arts Department Chair Grade 10 Language Arts teachers	12/13/2005	5/24/2006
Administer and analyze the District's Pre/Post Test Expository/Persuasive writing prompts. Use this data to establish differentiated instruction groups based on the FCAT Writing Rubric. Analyze data according to the Continuous Improvement Model.	Language Arts Department Chair Grade 10 Language Arts teachers	8/30/2005	5/24/2006
Utilize the Academic Improvement Plans (AIP) to identify students with a writing score of 4.0 or below and provide them with additional assistance to improve their writing skills.	Teachers Principal Assistant Principals	11/9/2005	5/24/2006

Research-Based Programs

The Six Traits of Writing Workshop will be offered to our teachers. World History and Health teachers, who teach grade 10 students, will also be included in the Six Traits of Writing Workshop so they may assist students with their writing skills.

Professional Development

Faculty meetings, departmental meetings and early release workshops will provide training for teachers on utilizing the Six Traits of Writing Model. Language Arts teachers, Health, and World History teachers will be trained. Training will also be provided in CRISS writing strategies and on Rubric Scoring.

Evaluation

The scores on the 2006 administration of the FCAT Writing Plus Test will evaluate this objective. District pre/post assessments will be used to monitor progress toward this objective. Modifications will be implemented as warranted.

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

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 4 STATEMENT:

South Miami Senior High will increase the science knowledge of students in grade 11.

Needs Assessment

An analysis of student science performance data reveals that the mean score in students in grade 11 (including AYP subgroups) is 290. This is a 22 point increase over the scale score of the same students in the previous administration of the FCAT Science Test. When compared to the state results, South Miami students scored 3 points lower than the state average but 15 points higher than the district science test results. The data indicates that our students need extra assistance in the area of Life and Environment, since they had a 4 percent correct answer decrease from the previous administration of the FCAT. The data shows the students answered 55 percent of the questions correctly in the Earth and Space cluster as compared to only 45% correct on the prior FCAT administration. The students also improved in the Scientific Thinking Cluster and the Physical and Chemical cluster.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize CRISS reading strategies to enhance student comprehension of scientific text.	Science Department Chair	8/8/2005	5/24/2006
Implement the FCAT Reading days to increase reading competencies in science content.	Science Department Chair Reading Coordinator	8/8/2005	5/24/2006
Collaborate with all the departments and participate in the Fairchild Challenge which is aligned with the FCAT benchmarks.	Science Dept. Chair Tropical Fairchild Challenge Chair	9/26/2005	5/24/2006
Increase parent and student awareness regarding the benefits of Advanced Placement courses in order to increase the percentage of student participating in Advanced Placement Science classes.	Science Department Chair Advanced Placement Coordinator	9/28/2005	5/24/2006
Have students participate in the school-wide science fair, which will encourage higher order thinking skills across all academic levels.	Science Department Chair Science Fair Chair	8/8/2005	1/6/2006
Utilize SPI data to individualize instruction to meet the needs of students. Analyze data according to the Continuous Improvement Model.	Department Chair	11/9/2005	5/24/2006

Research-Based Programs

Science Fair and Riverdeep programs are both being utilized with our students. Honors and regular Chemistry books by Holt, Regular Physics books by Holt, and Honors Physics books by Prentice Hall are also being used.

The after school tutoring utilizes the Amsco Science book.

Professional Development

Our teachers will be involved in the Science Fair Project Training and the Earth/Space Science Workshops. The University of Miami offers our teachers training in the areas of Chemistry and Physics. SECME workshops are also available on weekends for any interested teachers. Training for all science teachers will be conducted on the Riverdeep program to facilitate the implementation of the program into the curriculum.

Evaluation

Performance in science will be evaluated by scores on the 2006 FCAT Science Test and site-authored beginning-of-the year and end-of-the year 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.)

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 5 STATEMENT:

South Miami Senior will increase parental involvement.

Needs Assessment

Parental involvement trends at South Miami Senior reveal that attendance at the beginning of the year, for example, during Open House is at its peak, but participation tends to decrease as the year progresses. The South Miami community is largely Hispanic; therefore, the language barrier could be an obstacle to their participation. More events and information sessions must be offered in English and Spanish to increase opportunities for our Spanish speaking parents.

Measurable Objective

Given the need to increase the parental involvement of our bilingual parents, South Miami Senior High will provide three bilingual parent events as documented by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Organize a Hispanic Heritage event to be hosted by the ESOL Department to encourage parent participation and to showcase student talents.	ESOL Department Chair	1/4/2006	4/6/2006
Coordinate a Magnet Parent Night to offer parents an opportunity to see samples of what students are creating in the various magnet programs. Translators will be available for bilingual parents.	Magnet Lead Teacher	9/28/2005	2/3/2006
Organize P.T.S.A. meetings throughout the year to encourage parental involvement. Translators will be provided to bilingual parents.	P.T.S.A. Chair	9/28/2005	5/17/2006
Organize monthly Bilingual Parent Nights throughout the school year to address various educational topics.	Assistant Principals	10/5/2005	5/10/2006
Coordinate a Resource Fair to encourage awareness of the academic and elective programs offered at South Miami. Translators will be available to bilingual parents.	Principal Assistant Principals Department Chairs	9/28/2005	9/28/2005
Coordinate an Advanced Placement/Gifted Parent Night for all interested parents to increase awareness of the Advanced Placement and Gifted courses and how they benefit students. Translators will be available to bilingual parents.	Advanced Placement Coordinator	9/28/2005	4/7/2006

Research-Based Programs

The National P.T.S.A. Standards.

Bilingual Parent Outreach Program.

Professional Development

Offer bilingual parent seminars. Train parents to access dadeschools.net website, school website and schoolnotes.com. Provide professional development for teachers on parent conferencing skills.

Evaluation

This objective will be evaluated by bilingual parent meeting agendas, attendance logs, and event programs.

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"/>

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 6 STATEMENT:

South Miami Senior High will increase school attendance.

Needs Assessment

An analysis of available data reveals that overall attendance for the 2004-2005 school year was 94.45 percent. Our male and female rates are about the same, with males attending 94.44 percent of the time and females at 94.47 percent. Each of our NCLB subgroups has a rate of 94 percent attendance or higher with the exception of the African American population, who has a 93.93 percent attendance rate and the Asian population has the highest attendance rate among all students at 96.59 percent. South Miami recognizes that research shows that students who have high attendance also have greater academic success than those who are frequently absent.

Measurable Objective

Given the need to improve student attendance, South Miami Senior High School will increase the 2005-2006 school year attendance rate of 94.45 by .2 percentage points as compared to the 2004-2005 school year, as documented by the attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Truancy Intervention Program (TIP) to improve student attendance; as well as, parental involvement.	Principal Assistant Principals Attendance Secretary Administrative Assistant	10/4/2005	5/24/2006
Review Student Case Management (SCM) referral forms and utilize alternate strategies, such as, after school detention, prior to suspension.	Assistant Principals Administrative Assistants	8/8/2005	05/24/06
Increase parent communication concerning student attendance.	Teachers Principal Assistant Principals	8/8/2005	5/24/2006
Utilize and enforce the school and district attendance policies.	Principal Assistant Principals Administrative Assistants	8/8/2005	5/24/2006
Involve the school counselors to help work with the students.	Assistant Principals	8/8/2005	5/24/2006
Utilize the Trust Counselor as an alternate intervention to help students improve their attendance.	Assistant Principals Administrative Assistants	8/8/2005	5/24/2006

Research-Based Programs

The Truancy Intervention Program (TIP) will be utilized.

Professional Development

Teachers will receive training on the Truancy Intervention Program (TIP) and how it will be utilized at South Miami Senior.

Evaluation

This goal will be evaluated by comparing the attendance reports from the 2004-2005 school year to the 2005-2006 school 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"/>

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 7 STATEMENT:

South Miami Senior will increase the number of computers available to staff and students.

Needs Assessment

As educational software is becoming more infused in our curriculum, we need to increase the number of computers available to our students and teachers. Programs such as the Read 180, FCAT Explorer, Riverdeep and Voyager are all computer-based programs which we offer our students. All teachers are using the Electronic Grade book and many are communicating with parents through programs such as Schoolnotes.com. We need to provide our teachers and students with the hardware to perform their technology tasks.

The STaR School Profile indicates that teacher access to technology is ranked at 2.5 on a scale of 4.0. The student access is ranked 2.4, which indicates a need for increased computer access.

Measurable Objective

Given the need for more computers, South Miami Senior High will decrease the computer-student ratio of 1:6 to 1:5 by the end of the 2005-2006 school year, as documented by the Property Control Inventory.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the Media Center hours to allow students and staff the opportunity to access the Media Center computer lab.	Media Specialist	8/8/2005	5/24/2006
Purchase computers for the Cognitive Tutor Program.	Principal Assistant Principals	8/8/2005	5/24/2006
Purchase computers to meet the needs of our staff and students.	Principal Assistant Principals	8/8/2005	5/24/2006
Purchase computers for the Voyager Program.	Principal Assistant Principals	10/11/2005	4/7/2006
Add computers to the Read 180 labs to increase the amount of stations for student usage.	Principal Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

Read 180, Cognitive Tutor, Electronic Gradebook, Tamperproof ID, Voyager Learning System and Rvierdeep are all computer-based program currently being utilized.

Professional Development

Train select teachers how to use the Cognitive Tutor Math Program, Read 180, FCAT Explorer, and the Voyager Learning System. All teachers will receive training or a refresher course on the use of the Electronic Gradebook

Evaluation

South Miami Senior will have an increase in computers available, as documented by the Property Control Inventory, to be used throughout the school, as compared to the 2004-2005 school year. The STaR Survey Report will also be utilized in the evaluation of this goal.

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"/>

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 8 STATEMENT:

South Miami Senior will increase the physical fitness of those students enrolled in our physical education program.

Needs Assessment

An analysis of the Miami Dade County School District Physical Fitness Summary for the 2004-2005 school year indicates that 37.4 percent of South Miami Senior High students took the Physical Fitness test. Out of the total tested, 42 percent received the FITNESSGRAM Gold or Silver awards. The total number of students receiving these awards were: Gold – 169, Silver – 255, for a total of 424 students. To assess both student fitness performance and program success, South Miami Senior will administer a baseline, pre-test and post-test to evaluate success. The FITNESSGRAM test program is being used for implementation of this goal.

Measurable Objective

Given instruction in Physical Education, South Miami Senior High will increase the number of FITNESSGRAM award recipients by 3 percent as measured by the 2006 FITNESSGRAM, compared to the 2005 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre/test to students enrolled in physical education to provide teachers with baseline data for implementation of individualized instruction.	Physical Education Department Chair Physical Education Teachers	8/8/2005	05/24/06
Ensure that activities emphasize improvement in cardiovascular, flexibility, muscular strength and endurance.	Physical Education Department Chair Physical Education Teachers	8/8/2005	5/24/2006
Utilize the FITNESSGRAM software to produce an individualized prescriptive report to be given to each student. One copy will be placed in the student's portfolio and the other will be sent home with the student.	Physical Education Department Chair Physical Education Teachers	8/8/2005	5/24/2006
Develop an action plan for the department to meet the goals and objectives stated.	Physical Education Department Chair	8/8/2005	5/24/2006
Monitor the physical education program to ensure that teachers are selecting activities to enhance this goal.	Assistant Principals	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM Program.

Professional Development

The physical education teachers will be trained in the implementation of the FITNESSGRAM program and how it works.

Evaluation

South Miami Senior High will evaluate this goal through the administration of the 2006 FITNESSGRAM, health-related fitness test at the end of the year by comparing it to last year's results.

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"/>

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 9 STATEMENT:

South Miami Senior will increase student enrollment in Advanced Placement and Honors courses.

Needs Assessment

The data indicates that the number of students enrolled in Advanced Placement courses program has remained stagnant for the past two years. According to the 2005-2006 data, 443 students are presently enrolled in Advanced Placement courses and 440 were enrolled in the 2004-2005 school year. Research conducted by the College Board indicates that students enrolled in Advanced Placement courses have an advantage over students who have not taken classes as rigorous as Advanced Placement courses. Furthermore, student success in college increases with the amount of Advanced Placement courses taken while in high school. The College Board recommends the use of the AP Potential Report to help in the identification of potential students for the advanced academic curriculum.

Measurable Objective

Given the advantages of an advanced academic curriculum, South Miami Senior will increase by 3 percent the number of students enrolled in Advanced Placement and Honors courses for 2006-2007 school year as compared to the 2005-2006 school year, as evidenced by class rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform all teachers of the advantages for students enrolled in Advanced Academics and Honors courses. With this knowledge, teachers would facilitate the identification of students with advanced academic potential and would serve as a source of motivation for students to enroll in more challenging courses.	Advanced Placement Coordinator	8/8/2005	05/24/06
Maintain constant communication with the counselors regarding the Advanced Placement/Honors requirements to continue to inform our students of these opportunities.	Advanced Placement Coordinator	8/8/2005	05/24/06
Offer PSAT to ninth grade students.	Assistant Principal Testing Coordinator	9/12/2005	5/24/2006
Improve parent communication regarding the Advanced Placement/Honors courses opportunities.	Advanced Placement Coordinator Counselors	8/8/2005	5/24/2006
Work with the feeder pattern middle school counselors and teachers regarding the Advanced Academics/Honors courses available for our incoming students.	Advanced Placement Coordinator Assistant Principals	8/8/2005	5/24/2006
Designate an Advanced Placement Coordinator to expand the program by identifying students who would benefit from this rigorous curriculum and provide teachers with resources and professional development opportunities.	Principal	8/1/2005	5/26/2006

Research-Based Programs

College Board offers an AP Potential Report which will be utilized. The PSAT test scores will be reviewed to help in the identification of potential advanced academic students.

Professional Development

The Advanced Placement Coordinator will work with teachers to help them identify students who would benefit from Advanced Academic or Honors courses. The Coordinator will also work with the feeder pattern teachers and counselors to help identify these students. An Advanced Placement Information Meeting will be offered to educate the parents on the advantages of Honors and Advanced Placement courses.

Evaluation

South Miami Senior will have an increase in students enrolled in Advanced Placement and Honors courses as compared to the 2005-2006 school year. Class rosters will be used to evaluate this objective.

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"/>

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 10 STATEMENT:

South Miami Senior will rank at or above the 82nd percentile statewide in the ROI index value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2003-2004 South Miami Senior High School ranked at the 80th percentile on the State of Florida ROI index.

Measurable Objective

South Miami Senior High will improve its ranking on the State of Florida ROI index from the 80th percentile to the 82nd percentile in 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 Assistant Principals	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	8/8/2005	5/26/2006
Consider share use of facilities, partnering with community agencies.	Principal Assistant Principals	8/8/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, South Miami Senior High will show progress toward reaching the 82nd 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:

South Miami Senior High will increase the graduation rate of all students in our school to prepare them for employment, postsecondary education, and to become responsible citizens and life long learners.

Needs Assessment

Students' ability to meet district and state requirements in the four years allocated for high school should be increased. The majority of our students graduate; however, it takes them longer than four years. Graduation rates will improve when students' ability to pass the Florida Comprehensive Assessment Test (FCAT) increases as well as students' ability to meet their credit requirements with their first attempt. The graduation rate for the 2003 school year was 61% with a decrease of 1 percentage point as compared to the 2004 data. The South Miami Senior dropout rate for the 2002-03 school years was 1.5%, with a total of 23.5% of students not promoted. The district dropout rate for the 2003-04 school year is 4.6% as compared to the state with a dropout rate of 2.9%.

Measurable Objective

Given a school-wide emphasis on achievement, the graduation rate of 60 percent will increase by 1 percent compared to the previous data, as documented by the next District report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a master schedule to accommodate the required courses for the career academy or smaller learning communities.	Principal Assistant Principals	1/2/2006	5/31/2006
Provide Senior Meetings throughout the year to keep the seniors informed of their graduation requirements and provide support.	Principal Assistant Principals	8/10/2005	5/17/2006
Provide many tutoring options throughout the year to provide extra individual and small group assistance.	Principal Assistant Principals	9/6/2005	5/24/2006
Coordinate grade level meetings to communicate with the students and to provide them with educational support and tutoring options.	Principal Assistant Principals Activities Director	8/10/2005	5/17/2006
Implement a staff involved mentoring program to reach out to low achieving 9th grade students who would benefit from the extra assistance and attention to facilitate the high school transition and decrease the dropout rate.	Principal Assistant Principals	9/7/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

South Miami Senior High will improve the passing rate for students taking the Florida Comprehensive Assessment Test (FCAT).

South Miami Senior High will have an increase in students graduating as compared to the previous 2004 data.

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 committed funds to provide programs that benefit our students academically. Some of these programs are after school tutoring for each subject area, as well as, homework assistance, Saturday Cobra Academy, pull-out tutoring throughout the school day. Each of these programs assist our school in accomplishing our SIP goals.

Training:

The EESAC has recommended that we provide training to all faculty who are involved in initiatives that will benefit the school and facilitate accomplishment of our SIP objectives. Many new programs have been implemented benefiting our students and teachers. Teachers have been provided with training for Voyager, Excelsior Grade book, Reciprocal Teaching, Six Traits of Writing, and Read 180 among many others. The EESAC always encourages professional development to enhance teacher's skills and enable them to better serve their students.

Instructional Materials:

The EESAC encourages the purchasing of any and all materials for the purpose of instruction. The EESAC desires that our teachers have all the materials necessary in order to accomplish the SIP goals.

Technology:

The EESAC recognizes the importance of technology in instructing our students. They promote the use of technology in the classroom and recognize its benefits to our students. They support the enhancing of our computer labs and the purchasing of more software and hardware to ease teachers' duties and enhance student learning.

Staffing:

The EESAC recommends the hiring of more teachers in the core areas to reduce class size. They also encourage the hiring of assistants or tutors to give students individualized attention in areas of need.

Student Support Services:

The EESAC encourages our support services to conduct events that inform our students regarding their credits, graduation requirements, college opportunities, and service opportunities.

Other Matters of Resource Allocation:

The EESAC supports and encourages that resources are allocated to enhance our magnet program and advanced academic programs.

Benchmarking:

The EESAC recommends that teachers and administrators receive the appropriate training regarding programs that align benchmarks to assessments. In addition, they encourage teachers and administrators to learn programs that facilitate the analysis of data that is aligned to benchmarks such as Edusoft and SPI.

School Safety & Discipline:

The EESAC supports administration in their efforts to maintain a safe school environment. Extra hourly security is encouraged at all after school events and athletic events. EESAC also encourages alternative forms of discipline such as after school detention rather than CSI so students do not miss valuable instruction.

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