
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7741 - Southwest Miami Senior High School

FeederPattern: Southwest Miami Senior

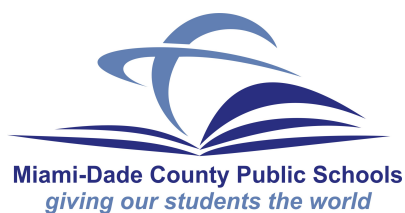
Region: Regional Center V

District: 13 - Miami-Dade

Principal: James Haj

*Adult/Vocational
Principal:* Clifton Lewis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Southwest Miami Senior High School

Southwest Miami High School is a public, non-profit organization in the Miami Dade County Public School System in Miami -Dade County, Florida. Founded in 1956, the school is situated on 22.94 acres in a middle class, predominately Hispanic community in the Southeastern United States. The school currently serves 9th through 12th grade students with an enrollment of 3,127 students. There are 257 full and part-time faculty and staff members providing services to students and stakeholders in various instructional and extracurricular programs. Together, key stakeholders work cooperatively to develop and deliver the following academic programs to increase student achievement, self-confidence, and provide services to our customers: Florida Sunshine State Standards, Competency-Based Curriculum, Exceptional Student Education (Gifted, Gifted/Learning Disabled, Varying Exceptionalities, Deaf/Hard of Hearing, Trainable Mentally Handicapped, Educable Mentally Handicapped, Academy of Banking and Finance, English for Speakers of Other Languages, and JROTC. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified the following objectives as the schoolwide priority for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of students in grades 9 and 10 scoring at FCAT Achievement level or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the African-American subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Hispanic subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Limited English Proficiency subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades nine and 10 will maintain or improve their mathematics score as evidenced by a two percentage point increase in the percent of students scoring at FCAT Achievement level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the African-American subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Economically Disadvantaged subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Limited English Proficiency subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing scores as evidenced by a one percent increase in reaching the state required mastery level of 3.5 or higher on the 2006 administration of the FCAT Writing test, as compared to 73% meeting high standards on the 2005 administered FCAT.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills by an increase in the mean scale score to equal the district's mean scale score on the 2006 Science FCAT.

Given the documented importance of the relationship between parental involvement and academic success Southwest Miami High School will increase parental involvement in the 2005-2006 school year by 3%.

Given the need for students to spend as much time as possible in the classroom, the percentage of students assigned indoor suspension will decrease by 5% during the 2005-2006 school year as compared to the suspension rate data provided by the Florida Department of Education and documented by the Florida School Indicators Report

Given the need for all teachers to use technology as effectively as possible, all teachers will fully implement the electronic grade book as mandated by the district for the 2005-2006 school year.

Given the instruction using the Sunshine State Standards and the District initiative targeting the physical well being of students and participation in Physical Education classes, the percentage of students receiving the FITNESSGRAM Gold or Silver Medal will increase by 3%.

Given the need for higher achievement in elective courses the number of students taking Advanced Placement elective tests will increase by 1% when compared to the number of tests administered in the 2004-2005 school year.

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2003 to the 77th percentile on the next publication of the index.

The percentage of students graduating with a standard high school diploma will increase from 64% to 65% on the next publication of the graduation rate.

Seventy-five percent of Southwest Miami High School staff members indicated the following results on the Organizational Performance Improvement Snapshot Survey on a 5-point Likert scale rating. Based upon the school data generated, two focus areas will be targeted for improvement in the categories of Business Results and Strategic Planning. Workshops will be provided on school financing and master scheduling in order for curriculum leaders and departments to have a greater awareness and understanding of the overall functioning of the facility. Moreover, long-term action plans will be developed departmentally to measure the school's academic challenges and allowing teacher input in the development of the plan. The principal will continue to share with EESAC, PTSA, and staff members information on school finances. Southwest Miami High School faculty/staff as well as stakeholders take pride in striving to exceed required standards. An organizational emphasis on performance excellence and utilizing the Continuous Improvement Model to identify operational strengths as well as opportunities for improvement is a priority.

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.

Southwest Miami Senior High School

VISION

We believe that by working together at Southwest Miami High School, we will create a learning community where every learner is intellectually challenged, empowered to find success, and prepared to be a caring, ethical citizen who is en route to a lifetime of meaningful work.

MISSION

Southwest Miami High School is a public secondary institution committed to providing challenging educational opportunities to a diverse population of learners. Our mission is to serve the community, the state, and the nation by preparing young people to be productive members of society. To this end, we are committed to instilling moral and ethical behavior in our students while nurturing their intellectual and technological development, literacy, and critical-thinking skills. Furthermore, we are dedicated to instilling a sense of responsibility and inspiring a strong work ethic within the student body.

CORE VALUES

High Standards

We are committed to continuous improvement in maintaining the highest academic standards that enables our students to become confident, self-directed, lifelong learners.

Integrity

We are committed to instilling moral and ethical behavior in our students while nurturing their intellectual and technological development, literacy, and critical thinking skills.

Equity

We are committed to incorporating curriculum and instructional practices that target a variety of learning activities to accommodate differences in learning styles.

Citizenship

Our mission is to serve the community, the state, and the nation by preparing young people to become productive members of society.

School Demographics

Southwest Miami High School, located at 8855 S.W. 50th Terrace, Miami, Florida, 33165, was established in 1956 with its first graduating class in 1959. Southwest Miami High School has a current enrollment of 3,140 students. The student population is approximately 87% Hispanic, 9% White, non-Hispanic, 2% Black, 1% Asian, and 1% other. Presently, 9.1% of the students are identified as Limited English Proficient, 24% are in the Exceptional Student Education Program, with an inclusion rate of 33%. Additionally, 35.6% qualify for the free/reduced meal program. Southwest Miami High School serves special programs including the Academy of Banking and Finance, JROTC, ESOL, and ESE, which includes, Varying Exceptionalities such as Learning Disabled, Trainable Mentally Handicapped, Gifted/Learning Disabled, and Deaf/Hard of Hearing. There are 219 full-time and 38 part-time employees comprised of one principal, four assistant principals, 120 classroom teachers, 31 Exceptional student teachers, 10 guidance counselors, one librarian, 17 teacher aides, 13 clerical, and 17 custodians. The average of years teaching in Florida is 11 years with a 9.3% rate of beginning teachers. Instructional personnel diversity is represented as follows: 37% White, Non-Hispanic, 16% Black, Non-Hispanic, 45% Hispanic, and 3% Asian/American Indian. As professionals in their respective fields, 39% of teachers have earned a Masters Degree, 10% have earned a Specialist Degree, and 2% have earned a Doctoral Degree. The faculty/staff have focused on what we believe will enhance the reading, writing, mathematics, and science skills of all our students. These skills will enable them to reach the career goals they set for themselves. As an extended family, the faculty, staff, parents, and community/business leaders will provide an enriching and diverse teaching and learning environment in order to make Southwest Miami High School a place of educational excellence.

School Foundation

Leadership:

Results from the Organizational Performance Self-Assessment Survey indicate that the leadership at Southwest Miami High School averages a 4.0 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that the administration is frequent and/or constant with its direction, sharing of vision/mission of the school, creating a positive working environment and keeping employees involved of the day to day operations of the school.

District Strategic Planning Alignment:

Results from the Organizational Performance Self-Assessment Survey indicate that the alignment of district goals and objectives for the school and involvement of its employees in the development of said goals is sometimes conveyed to faculty/staff. Within this area, Southwest Miami High School registered an average of 3.7 on a scale of 1 to 5 (1 being never and 5 being always).

Stakeholder Engagement:

Results from the Organizational Performance Self-Assessment Survey indicate that the stakeholder engagement at Southwest Miami High School averages a 4.0 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that they frequently have the autonomy to make decisions to improve their work and service the customers.

Faculty & Staff:

Results from the Organizational Performance Self-Assessment Survey indicate that the faculty and staff and/or human resource focus is at Southwest Miami High School an average of 3.9 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that most of the time they are employed in a caring and safe working environment and work collaboratively to promote school goals and vision.

Data/Information/Knowledge Management:

Results from the Organizational Performance Self-Assessment Survey indicate that the faculty and staff and/or human resource focus is at Southwest Miami High School an average of 4.3 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School frequently have the ability to utilize data to monitor their progress and make necessary changes to improve school functions.

Education Design:

Results from the Organizational Performance Self-Assessment Survey indicate that the educational design and/or process management at Southwest Miami High School an average of 3.9 on a scale of 1 to 5 (1 being never and 5 being always). The area of most concern for employees at Southwest Miami High School was the availability of resources

Performance Results:

Results from the Organizational Performance Self-Assessment Survey indicate that the business and/or performance results Southwest Miami High School an average of 3.9 on a scale of 1 to 5 (1 being never and 5 being always). Employees at Southwest Miami High School feel that they are satisfied with their work site, have high standards and ethics, and that their work site shows concern for the success of the school and the extended community.

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:

Students in all NCLB subgroups in grades 9 and 10 will improve their reading performance as evidenced by an increase in FCAT Reading achievement levels.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 34% of students have met high standards, 49% had learning gains, and 49% of the lowest 25% had adequate learning gains. Scores for the 9th grade 2005 FCAT Reading increased in two benchmarks: Words/Phrases (+10%) and Main Idea/Purpose (+4%) when compared to the 2004 FCAT Reading test. The Reference and Research benchmark decreased by ten points (-10%) from the 2004 9th grade results. In both 2004 and 2005, 9th grade scores remained at 64% in the Comparisons benchmark cluster. Overall, the 9th grade scores showed more improvement than the 10th grade scores. However, there is a need to improve scores for both, the Reference and Research benchmark cluster (a -10% decrease is evident from the 2004 score) and the Comparisons benchmark cluster. There is an eight percent decrease in the Reference and Research benchmark cluster when compared to the state's average. Also, compared to the state's average in the Comparison's benchmark cluster, the ninth grade score differs by a minus nine percent. Grade 10 improved most in cluster #1, Words and Phrases, increasing by one percent from the previous year. A decrease in the 10th grade scores was noted on three benchmark clusters (when compared to the 2004 FCAT Reading test): Main Idea/Purpose (-12%), Comparisons (-3%), and Reference and Research (-10%). According to the state's average, there remains a minus five percent difference in the Main Idea/Purpose benchmark cluster and a minus 8 percent difference in the Reference and Research benchmark cluster. Overall, the area of most improvement for 10th grade is the Main Idea/Purpose benchmark cluster and the Reference and Research benchmark cluster. According to the 2005

Adequate Yearly Progress (AYP) Report, only the White subgroup made AYP in Reading. Therefore, AYP for the African-American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities were not met.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of students in grades 9 and 10 scoring at FCAT Achievement level or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the African-American subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Hispanic subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Limited English Proficiency subgroup identified in the No Child Left Behind scoring at state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 44% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at state mastery levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model to support school-wide reading initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/8/2005	5/24/2006
Provide Home Language Assistance (HLAP) services to levels 1-4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/8/2005	5/24/2006
Identify all ninth and 10th grade FCAT Level one and two students and schedule those students into annual intensive reading classes.	Principal, Assistant Principal, Reading Curriculum Leader	8/8/2005	5/24/2006
Identify Students with Disabilities that will be	Principal, Assistant Principal of	8/8/2005	5/24/2006

enrolled in inclusion classes that will allow them to receive grade level instruction as well as additional assistance from an ESE teacher.	Curriculum , ESE Program Specialist		
Incorporate the use of Media Center resources as part of classroom instruction.	Principal, Assistant Principal of Curriculum, Media Specialist	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Reading Curriculum Leader, Reading Teachers	8/8/2005	5/24/2006
Provide extended learning opportunities in reading through Saturday Academy, after school FCAT Tutoring and Homework Assistance to all students scoring in FCAT levels 1 and 2 using FCAT Explorer and Homeroom.com	Principal, Assistant Principal of Curriculum, selected Language Arts/Reading Teachers	8/8/2005	5/24/2006

Research-Based Programs

Reading teachers will use Creating Independence through Student-Owned Strategies (CRISS) and consumable “Source Books” by Great Source. In addition, reading teachers are using the “Interactive Reader” by McDougal Littell and “Mastering the FCAT” workbook by Amsco. Every student is assigned a Glencoe “Writer’s Choice” Textbook and a McDougal Littell “Language of Literature” Textbook. In addition to these textbooks, there are two consumable workbooks assigned; “FCAT Preparation and Practice” by McDougal Littell and “Grammar and Composition” by Glencoe. Grade 10 teachers have a class set of “Preparing for the FCAT” grade 10 by AMSCO and “Florida Writes” by AMSCO.

Professional Development

Training will be provided for Reading tutors on the prescribed curriculum for the FCAT Reading. CRISS training will be provided for new teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Best Practices will continue to be shared in department meetings. Teachers will be encouraged to attend conferences in Reading and Technology. Training in AIP writing and implementation will continue as needed. In addition, training and the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all discipline and the assessment skills according to the FCAT reading rubric.

Evaluation

This objective will be evaluated by scores of the ninth and 10th grade students on the 2006 FCAT reading exam, as compared to the results of the 2005 FCAT Reading exam. Intensive Reading teachers will utilize and administer additional screening and diagnostic tests for Level 1 students as needed. Feedback from follow-up visitations by staff from the Division of Language Arts/Reading on the implementation of CRISS by teachers who have been trained will be provided. Academic Improvement Plans will be updated quarterly. Student grade reports will be reviewed quarterly. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

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:

Students in in grades 9 and 10 will improve and/or maintain their mathematics performance as evidenced by a two percentage point increase in the percent of students scoring at FCAT level three or higher on the 2006 administration of the FCAT Mathematics Test to attain the No Child Left Behind Act requirement of 50% of students meeting state mastery levels.

Needs Assessment

Results of the 2005 Mathematics FCAT indicate that 63% of students have met high standards and 71% of students made learning gains. According to the benchmark clusters, grade 10 improved most in cluster number three (Geometry), increased by nine percent from 2004. Scores remained the same in clusters number one (Number Sense), number two (Measurement), and number four (Algebraic Thinking). Grade 9 students had the most increase in benchmark cluster number one (Number Sense), increasing by 19% from 2004. Scores remained the same in cluster number five (Data Analysis). However, 9th grade student scores decreased in cluster number two (Measurement), cluster number three (Geometry), and cluster number four (Algebraic Thinking).

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and 10 will maintain or improve their mathematics score as evidenced by a two percentage point increase in the percent of students scoring at FCAT Achievement level three or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the African-American subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Economically Disadvantaged subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Limited English Proficiency subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 50% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor and place students in danger of failing on weekly progress reports while maintaining parental contact to include Students with Disabilities.	Principal, ESE Curriculum Leader, Student Services	8/8/2005	2/24/2006
Provide Home Language Assistance (HLAP) services to Levels 1-4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/8/2005	5/24/2006
Using the Student Performance Indicators (SPI), Mathematics teachers will focus on the two weakest strands and provide concentrated instruction.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	8/8/2005	5/24/2006
Align curriculum among grade levels vertically and horizontally using the grade level scope and sequences and data-driven assessments.	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	8/8/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide mathematics curriculum initiatives.	Principal, Assistant Principal, all Instructional Personnel	8/8/2005	5/24/2006

Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	8/8/2005	2/24/2006
Provide extended learning opportunities in mathematics through Saturday Academy, afterschool FCAT Tutoring and Homework assistance to all students scoring in FCAT levels 1 and 2 through FCAT Explorer and Homeroom.com	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers, Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

Math teachers will use the “Algebra 1” by Glencoe textbook for ninth grade students and “Geometry” by Glencoe textbook for 10th grade students. “Geometry” by Prentice Hall is used in the 11th and 12th grade Integrated Math classes. “Preparing for FCAT Grade 10” by Amsco is used in grades 9-12 to assist with FCAT preparation.

Professional Development

Inservices provided by the Division of Mathematics and Science will include training in the use of graphic calculators, scope and sequencing of Algebra 1 and Geometry courses, and department meetings will include the discussion of “Best Practices”. Training in AIP writing and implementation will be continued as needed. Various faculty members from different subject areas will attend the Instructional Technology Conference. In addition, training on the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of mathematics skills in all disciplines and the assessment skills according to the FCAT mathematics rubric.

Evaluation

These objectives will be evaluated by the scores of the ninth and 10th grade students on the FCAT Math scores as compared to the 2005 FCAT Mathematics Examination. Interim assessment reports will provide formative assessment, which will be used to monitor student progress. Academic Improvement Plans (AIP) will be updated quarterly. Student grade reports will be viewed quarterly.

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 in grade 10 will increase their writing performance as evidenced by a one percentage point increase on the 2006 FCAT Writing Test to attain the No Child Left Behind Act requirement of increasing student writing performance by one percent.

Needs Assessment

Results of the 2005 FCAT Writing indicate that 84% of the students have met the state required mastery level. More specifically, 85% of grade 10 students (including all subgroups) scored a 3.0 or higher on the expository prompt, a four percent increase from the 2004 results. However, 85% of grade 10 students (including all subgroups) scored a 3.0 on the persuasive prompt, a two percent decrease from the 2004 scores. In general, there was a four percent decrease noted on the 2005 FCAT Writing from 85% in 2005, as compared to 89% in 2004, thus not meeting our goal for the 2004-2005 School Performance Excellence Plan. All No Child Left Behind (NCLB) subgroups decreased in performance, for example: Hispanic 89% (2004) to 84% (2005); Economically Disadvantaged 85% (2004) to 75% (2005); Students with Disabilities 77% (2004) to 65% (2005); and Limited English Proficiency 71% (2004) to 52% (2005). The most significant decrease is evident with the Limited English Proficiency subgroup decreasing by 19%.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing scores as evidenced by a one percent increase in reaching the state required mastery level of 3.5 or higher on the 2006 administration of the FCAT Writing test, as compared to 73% meeting high standards on the 2005 administered FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Home-Language Assistance (HLAP) services to students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher	8/24/2005	5/24/2006
Teachers will utilize CRISS strategies to strengthen student writing skills as documented in teacher lesson plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/24/2005	5/24/2006
Provide instruction in all Language Arts classes targeting the various models of expository writing as required on the FCAT Writing test.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/8/2005	5/24/2006
Schedule at least two FCAT style writing assignments each grading period in all content areas.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/8/2005	05/24/2006
Incorporate the use of dictionaries and thesauri in the Language Arts and Reading Classrooms.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers, Media Specialist	8/8/2005	5/24/2006
Administer a pre-test and post-test to assess learning gains in writing and provide remediation	Principal, Assistant Principal, Language Arts Curriculum Leader,	8/8/2005	5/24/2006

based on data gathered.	Language Arts Teachers	
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Research-Based Programs

Grade 10 students currently use the “Writer’s Choice” textbook and “Grammar and Composition” workbook by Glencoe, and “Preparing for the FCAT Writes!” workbook by AMSCO. The Glencoe and AMSCO books are used to identify the modes of writing, pre-writing skills, and topic development. The “Grammar and Composition” workbook is used to instruct usage of the English language. In addition, Language Arts and Reading teachers will utilize CRISS strategies for instructional purposes.

Professional Development

Creating Independence Through Student-Owned Strategies (CRISS) training will be provided for new teachers, and training opportunities will be extended to the staff members who have not been trained in previous years. “Best Practices” will continue to be shared in department meetings. Training in Academic Improvement Plan (AIP) writing and implementation will be continued, as needed. Training in the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty.

Evaluation

This objective will be evaluated by the scores of the 10th grade students on the 2006 FCAT Writing exam, as compared to the results of the 2005 FCAT Writing exam. Feedback from follow-up visitations by staff from the Division of Language Arts/Reading on the implementation of CRISS by teachers who have been trained will be provided. Academic Improvement Plans will be updated quarterly. Student grade reports will be reviewed quarterly.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Align curriculum, instruction, and assessment to increase the use of contextual learning, hands-on experiences, and awareness of careers in science.

Needs Assessment

The 2005 FCAT Science content scores showed some improvement in Physical/Chemical component. However, a decline was shown in the average score of mean points earned in the Life and Environment (-1.8 points) and Earth and Space (-.03 points) components. The average score for the mean points earned remained the same in the Science Thinking component, as compared to the 2004 FCAT Science scores.

Measurable Objective

Given instruction using the Sunshine State Standards , students in grade 11 will improve their science skills by an increase in the mean scale score to equal the district's mean scale score on the 2006 Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader, Science Teachers	8/8/2005	5/24/2006
Utilize the Scope and Sequence for Earth/Space, Biology, Physical Science, and Chemistry provided by the District.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/8/2005	5/24/2006
Implement Creating Independence Through Student-Owned Strategies (CRISS) in Science to expose students to higher order thinking skills.	Principal, Assistant Principal, Science Curriculum Leader, Media Specialist	8/8/2005	5/24/2006
Implement a Science FCAT tutoring program after school to prepare students for the 2006 Science FCAT.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/8/2005	5/24/2006
Utilize lab reports in all science classes to promote reading , writing, mathematics, and data interpretation skills.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/8/2005	5/24/2006
Increase the number of hands-on activities in the classroom through the use of the activity package provided by the Division of Math and Science as a supplement to the Science Activity package created by the members of the science department at the school site.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/8/2005	5/24/2006
Implement the 8-Step Continuous Improvement Model targeting science assessments.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/8/2005	5/24/2006

Research-Based Programs

Textbooks used to target benchmarks on the FCAT Science are “Modern Biology” by Holt, “Biology-The Web of Life” by Addison Wesley, “Biology” by Prentice Hall, “Modern Earth Science” by Holt, “Science Insights” by Addison Wesley, “Chemistry- Connections to Our Changing World” by Prentice Hall, “Chemistry” by Addison Wesley, and “Preparation for the FCAT Science” by AMSCO.

Professional Development

Training will be provided for science tutors based on the prescribed curriculum for FCAT science. CRISS training will be provided for new teachers, and training opportunities will be extended to staff members who have not been trained in previous years. In-services provided by the Division of Mathematics and Science will include training in the use of graphic calculators, scope and sequence of Earth/Space, Biology, Chemistry, and Physical Science courses, and scoring rubrics for performance tasks on the FCAT Science. Best Practices will continue to be shared during department meetings. Various faculty members will attend the Instructional Technology Conference.

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Science exam, as compared to the results of the 2005 FCAT Science exam. Student grade reports will be reviewed quarterly. Academic Improvement Plans will be updated quarterly. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

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

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

GOAL 5 STATEMENT:

A partnership with parents and building a strong learning community for all stakeholders will increase the amount of parents that volunteer to participate in school related activities.

Needs Assessment

At Southwest Miami High School, parental involvement varies depending on the focus of the activity. Activities and athletic events generally involve a larger number of parents. During the 2005-2006 school year, Open House registered a decrease of the number of parents visiting the school when compared to the available data from the 2004-2005 school year. There is an evident need to create a plan of action to increase parental involvement in academic areas.

Measurable Objective

Given the documented importance of the relationship between parental involvement and academic success Southwest Miami High School will increase parental involvement in the 2005-2006 school year by 3%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host Open House and Resource Fair to communicate curriculum offerings and learning expectations.	Principal Administrative Team	8/8/2005	5/24/2006
Provide the PTSA with a link on the school website to post pertinent information to the community.	Principal Administrative Team	8/8/2005	5/24/2006
Schedule Senior Parent Night to inform parents about credit requirements, testing, college admissions, financial aide, senior activities, and graduation.	Principal, Assistant Principal of Curriculum, Student Services, CAP Advisor	8/8/2005	5/24/2006
Provide opportunities for parents to utilize technology and to provide support for parents to assist students to become lifelong learners.	Principal, Administrative Team	8/8/2005	5/24/2006
Encourage parents to attend EESAC meetings by posting flyers, making announcements, and publishing dates in the neighbors section.	Principal, Administrative Team	8/8/2005	5/24/2006
Maintain a parent Resource Center with information such as volunteer registration process and Parent Academy.	Principal, Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

National PTA, www.pta.org

Professional Development

Provide parents with information in the area of post-secondary education and FCAT testing. In addition, parents will receive information through Parent Night, Bilingual Parent Seminars and EESAC.

Evaluation

This objective will be evaluated by an increase in participation using PTSA membership data, attendance rosters from academic workshops, and visits on the PTSA link on the school web page.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The amount of days students are assigned indoor suspension will decrease in the 2005-2006 school year.

Needs Assessment

Based on the information from the Florida School Indicators Report, an average of 17.5% of students were placed on indoor suspension during the 2004-2005 school year. Given the fact that student attendance is directly related to achievement and learning gains, alternative disciplinary plans will be implemented to reduce the rate during the 2005-2006 school year.

Measurable Objective

Given the need for students to spend as much time as possible in the classroom, the percentage of students assigned indoor suspension will decrease by 5% during the 2005-2006 school year as compared to the suspension rate data provided by the Florida Department of Education and documented by the Florida School Indicators Report

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement alternatives to indoor suspensions, such as detentions.	Principal, Administrative Team	8/8/2005	5/24/2006
Implement alternatives to indoor suspensions, such as Saturday school.	Principal, Administrative Team	8/8/2005	5/24/2006
Implement Behavior Intervention Plans and complete the Functional Assessment of Behaviors for ESE students to provide the proper support.	Principal, ESE Assistant Principal, Program Specialist	8/8/2005	5/24/2006
Implement peer mediation as a proactive step to de-escalate situations that may result in disciplinary action.	Principal, Administrative Team, T.R.U.S.T. Counselor	8/8/2005	5/24/2006
Utilize student disciplinary records to determine participation in extracurricular activities.	Principal, Administrative Team Curriculum Leaders Activities Director Club/Class Sponsors	8/8/2005	5/24/2006
Provide counseling services for students who have been referred due to disciplinary action through Student Services.	Principal, Administrative Team Student Services Curriculum Leaders	8/8/2005	5/24/2006

Research-Based Programs

Continuous Improvement Model

Professional Development

Teachers in special programs will attend workshops on writing and implementing Functional Assessments of Behavior and Behavior Intervention Plans. In addition, teachers will receive training in Homeroom. Com and FCAT Explorer to provide tutoring during Saturday Academy to those students that have been assigned an alternative to indoor suspension.

Evaluation

This objective will be evaluated by the decrease in the percentage of students assigned indoor suspension.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

To implement the use of the electronic grade book by teachers in all subject areas.

Needs Assessment

In order to improve efficiency in the grading process all teachers are being required by the district to incorporate the use of the electronic grade book.

Measurable Objective

Given the need for all teachers to use technology as effectively as possible, all teachers will fully implement the electronic grade book as mandated by the district for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with training on maintaining the electronic grade book for grades and attendance.	Principal, Administrative Team, Technology Coordinator, Gradebook Manager	8/8/2005	5/24/2006
Provide support for teachers on how to implement the gradebook by continuous monitoring of the technology coordinator and gradebook managers.	Principal Technology Specialist,	8/8/2005	5/24/2006
Provide training on the utilization of the electronic grade book to provide students with interim progress reports.	Principal, Administrative Team, Technology Coordinator, Gradebook Manager	8/8/2005	5/24/2006
Continue to provide support for teachers implementing the grade book through frequent in-services and workshops.	Principal, Administrative Team, Technology Coordinator	8/8/2005	5/24/2006
Attend district training in order to utilize the electronic gradebook as efficiently as possible.	Principal, Administrative Team, Technology Coordinator, Gradebook Manager	8/8/2005	5/24/2006
Utilize jump-drives to increase the use of technology in and out of the school site.	Principal, Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Grade book managers will attend a workshop provided by the district to provide the necessary information to train the staff at the school site. All teachers using the electronic grade book will attend training sessions provided at the school site. In addition, the Technology Coordinator will continue to provide training sessions throughout the course of the 2005-2006 school year. Curriculum leaders will participate in intensive professional development to assist their respective departments with the use of technology.

Evaluation

This objective will be evaluated by having 100% participation of staff members utilizing the grade book.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students in Physical Education classes will increase their overall level of physical fitness as evidenced by the students receiving the FITNESSGRAM Gold or Silver Medal.

Needs Assessment

Based on the data from the 2004-2005 school year, 83% of students, or 1,639 students in Physical Education classes participated in the FITNESSGRAM program. Further analysis indicates that of those students, 542 (33%) received a gold medal and 812 (50%) received a silver medal.

Measurable Objective

Given the instruction using the Sunshine State Standards and the District initiative targeting the physical well being of students and participation in Physical Education classes, the percentage of students receiving the FITNESSGRAM Gold or Silver Medal will increase by 3%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate lessons on the importance of physical fitness as part of a healthy lifestyle.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/8/2005	5/24/2006
Provide information that educates students on how to maintain and/or improve their physical fitness levels outside of school.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/8/2005	5/24/2006
Educate students that despite all skill levels, they too can succeed and improve physical fitness.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/8/2005	05/24/2006
Use the results of the pre-test to establish realistic short-term goals to achieve medal recognition.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/8/2005	05/24/2006
Conduct a pre-test for all students participating to establish a baseline.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/8/2005	5/24/2006
Educate students on the importance of proper nutrition and hydration through lesson plans and student generated work.	Principal, Assistant Principal of Curriculum, Physical education Curriculum Leader, Physical Education Teachers, Health Teachers	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM Physical Education testing program, Carol M. White Physical Education Program (PEP) Grant.

Professional Development

Selected Physical Education teachers will participate in District mandated workshops designed to train teachers in the use of technology components and other assessment tools designed to assist teachers in the FITNESSGRAM assessment process.

Evaluation

This objective will be evaluated by a comparison of the results of the FITNESSGRAM tests from the 2005-2006 school year and the results of the 2004-2005 school year.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The amount of students enrolled in Advanced Placement electives taking the Advanced Placement elective tests will increase.

Needs Assessment

In the 2004-2005 school year 744 Advanced Placement tests were administered to students that enrolled in Advanced Placement elective courses. This enrollment reflects 23% of the total school population at Southwest Miami High School.

Measurable Objective

Given the need for higher achievement in elective courses the number of students taking Advanced Placement elective tests will increase by 1% when compared to the number of tests administered in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate students enrolled in AP courses on testing formats (e.g. slides, auditory assessment).	Principal, Assistant Principal of Curriculum, AP Teachers	8/8/2005	5/24/2006
Assist students with registration of AP examinations.	Principal, Assistant Principal of Curriculum, AP Teachers	8/8/2005	5/24/2006
Encourage AP enrollment through preliminary classroom visitations by Students Services and Testing Chair.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/8/2005	5/24/2006
Promote AP enrollment of incoming students through vertical teaming.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/8/2005	5/24/2006
Provide academic support through tutoring sessions and homework assistance.	Principal, Assistant Principal of Curriculum, Administrative Team	8/8/2005	5/24/2006
Provide undergraduates with the opportunity to discuss the advantages of AP courses and examinations with alumni.	Principal, Assistant Principal of Curriculum, CAP Advisor	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Teachers teaching the Advanced Placement courses have the opportunity to attend several professional development opportunities. "Advanced Placement Data Analysis Professional Development Workshops" for teachers and administrators are offered during the year. In addition, these workshops also target individual subject areas to target specific skills needed to teach AP students.

Evaluation

This objective will be evaluated by an increase of Advanced Placement elective tests administered in the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Southwest Miami High School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Southwest Miami High School ranked in the 75th percentile on the State of Florida ROI index.

Measurable Objective

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2003 to the 77th 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, Administrative Team	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal, Administrative Team	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, Administrative Team	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Administrative Team	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Southwest Miami High School will show progress toward reaching the 77th 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"/>

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

GOAL 11 STATEMENT:

Given the Federal Mandate as outlined in the No Child Left Behind Act, Southwest Miami High School will show an increase of 1% in the graduation rate when data from the 2005-2006 school year is compared with the 2004-2005 school year.

Needs Assessment

The graduation rate shows that 64% of students graduated within four years of initial entry into ninth grade in the 2002-2003 school year. Graduates include students who received a standard high school diploma, or a State of Florida diploma (GED) earned through a GED Exit Option program.

Measurable Objective

The percentage of students graduating with a standard high school diploma will increase from 64% to 65% on the next publication of the graduation rate.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete the Secondary School Reform Readiness Profile.	Principal Administrative Team	8/8/2005	5/24/2006
Identify a school-based leadership team.	Principal, Administrative Team	8/8/2005	5/24/2006
Review career education programs/academies with the school community.	Principal, Administrative Team	8/8/2005	5/24/2006
Review Secondary School Reform Readiness Profile baseline data.	Principal, Administrative Team	8/8/2005	5/24/2006
Research community partnerships associated with career/academy theme.	Principal, Administrative Team	8/8/2005	5/24/2006
Complete a comprehensive articulation plan.	Principal, Administrative Team, Student Services Curriculum Leader	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Using the Adequate Yearly Progress Report, this objective will be evaluated by comparison of the 2005 graduation rate with the 2004 graduation rate. Quarterly reviews of student grades will provide formative assessment and program direction.

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 recommends the disbursement of EESAC funds to support the school mission, and continues to investigate how they can use their resources to assist with addressing the School Improvement Plan.

Training:

The EESAC recommends that teachers attend training on the use of Student Performance Indicator (SPI) to be able to access individual student test scores, which will enable them to meet individual student needs. Teachers should participate in workshops and in-services that focus on the school's mission and individual Professional Development.

Instructional Materials:

The EESAC recommends that the school explore the availability of resources necessary for implementation of the School Improvement Plan. The school staff should purchase required instructional materials to meet the needs of the students. In addition, EESAC continues to purchase material for the media center in order to support the schoolwide reading plan.

Technology:

The EESAC recommends that technology be infused across the curriculum. Technology should be utilized to support the emphasis of a multi-media/multi-sensory approach to learning.

Staffing:

The EESAC Committee recommends that the school maintain the current staff enrollment. The Intensive Reading program should continue to emphasis upon addressing the needs of students scoring at levels 1 and on the 2005 administration of the FCAT.

Student Support Services:

The EESAC Committee continues to invite a Student Services Representative to all meetings. Student Services information is presented to the EESAC Committee and their input is taken into consideration. Counselors continue to be available during the first 20 minutes of lunch at the Adult Education counter assist student with short answers and make appointments for issues that are more time consuming.

Other Matters of Resource Allocation:

Other Matters of Resource Allocation The EESAC recommends that grants be submitted to provide necessary funds to assist the school in the implementation of the programs described in the School Improvement Plan.

Benchmarking:

The EESAC recommends that the Principal continue to compare the performance of Southwest Miami High School to other high schools with the intent to adapt “best practices”. Encouragement should be given to teachers who implement creative and innovative teaching strategies.

School Safety & Discipline:

The EESAC Committee recommends to continue addressing issues with student council members during the EESAC meetings. The committee disperses information with relation to suspensions, tardies, and the Code of Student Conduct and recommends actions which they deem necessary to improve school safety.

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