
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7011 - American Senior High School

FeederPattern: American Senior

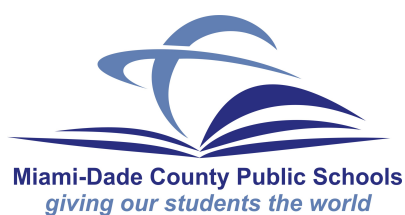
Region: Regional Center I

District: 13 - Miami-Dade

Principal: Louis Algaze

*Adult/Vocational
Principal:* Alan Bashaw

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

American Senior High School

American High School (AHS) opened its doors in 1976 on a 30-acre parcel of land located at 18350 N.W. 67th Avenue in unincorporated Miami-Dade County, west of Carol City and north of the Town of Miami Lakes. AHS is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools, the Local Educational Agency (LEA). The school is located in a residential community, near two major thoroughfares and several retail shopping centers.

In 2004, the second year in which the school received a school performance grade of "D," school stakeholders began to look more closely at the need for radical paradigm shifts in the school's direction. Motivated by this task, data was collected to determine the extent of student achievement and customer satisfaction at AHS.

A detailed look at the present and future requirements of national and state educational reform initiatives such as the No Child Left Behind Act (NCLB), and the governor's Just Read, Florida! further illustrated to AHS stakeholders the need for significant change measures that would improve students' academic achievement.

AHS, through collaboration of the administration, faculty, staff, students, parents and the community decided to pursue a Comprehensive School Reform (CSR) process we titled "The American Revolution." Encompassed in this school-wide reform is the support and resources found within the Continuous Improvement Model (CIM) adopted by the LEA in its efforts to reform low performing schools throughout the school district within the "School Improvement Zone."

Other reform efforts such as inclusion and the school's move toward smaller learning communities only serve to enhance the CSR initiative. Over the past two years, AHS has been moving steadily toward expanding the number of ESE students included in the general curriculum. During 2004 a total of approximately 40 ESE students received math and science instruction with their general education peers in four general curriculum classrooms. In 2005, that number increased to more than 50 students and expand to include social studies and language arts classes. The school's participation in a small learning communities grant commenced in 2004-05. These funds allowed five teachers to participate in professional conferences related to the creation of small career oriented academies at AHS. This served to supplement the efforts of the CSR to individualize instruction based on students needs and interests.

Throughout the 2005-2006 school year, the reading specialist provided in-services in the areas of benchmarking, focus calendars, reading strategies, and the use of assessment tools to all faculty members across the curriculum. The Tech-mentor program offered five day-long technology in-services to 10 faculty members during the 2005-2006 school year. During the first week of June 2006, 42 AHS teachers participated in professional development in-services focused on the elements of the CIM model and how those concepts can be infused into the curriculum using technology. Additionally, two week-long workshops (facilitated by the Reading Specialist, the Micro-systems Tech, and the Tech-mentor) concentrating on CIM principles and elements and the integration of technology in the classroom, were provided to our faculty members during the summer of 2006.

According to data released by the state of Florida, the graduation rate for American High School decreased two percentage points from 59 percent in 2004 to 56 percent in 2005. Alarmed by this statistic, the leadership team of

AHS decided to organize the Literacy Education Initiative (LEI). The LEI of American High School is an across-curriculum, 'every-student' inclusive program, designed to improve the reading comprehension, writing, and communicative skills of its students. Professional Development designed to equip teachers with proven pedagogies and strategies essential to produce improvements in the literacy education of its students will be an integral part of the LEI. Clearly, educational pedagogies and strategies to date are not addressing the literacy learning needs of our student population. The LEI will be a focused, determined effort on the part of American High School teachers to effect change.

All school stakeholders have, and will continue to be involved in the planning, implementation and evaluation of the American Revolution and the LEI.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, African American ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given school-wide attention to the Inclusion program, the percentage of Students with Disabilities (SWD) spending 80 percent or more of their academic day with non-disabled peers will increase from 13.2 percent in the 2005-06 school year to 18.15 in the 2006-07 school year.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 86 percent of the students achieving a score of 3.5 or higher on the 2007 administration of the FCAT--Writing+.

Given instruction using the Sunshine State Standards, eleventh grade students will increase their knowledge of science as evidenced by 50 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Science.

Given school-wide attention to an increase in parental involvement, American High School will increase membership of the AHS chapter of the PTSA by five percent, from 168 members in 2005-06 to 177 members during the 2006-07 school year as measured by the membership roster.

Given school-wide attention to an increase in parental involvement, at least seven percent of parents of students at American High School will be enrolled in Parent Academy courses for the 2006-07 school year.

The percentage of parents who report agreement with the statement "The overall climate or atmosphere at my child's school is positive and helps my child learn" will increase from 63 percent reported for the 2005-06 survey to 66 percent reported for the 2006-07 survey.

Given school-wide attention to programs emphasizing school safety, American High School will decrease the number of violent incidents by five percent during the 2006-2007 school year as reported by the State of Florida when compared to the previous year.

Given the use of the student code of conduct and school-wide attention to programs emphasizing school safety, American High School will decrease the number of serious incidents from 13.72 per 1,000 students, reported during the 2005-06 school year to 0 reported during the 2006-07 school year.

Given school-wide attention to programs emphasizing school safety, the percentage of students who report agreement with the statement "I feel safe at my school" on the School Climate Survey will increase from 58 percent reported in 2005-06 survey to 62 percent reported in 2006-07 survey.

The number of safety-to-life operational deficiencies (per 10,000 square feet) will decrease from 0.44 reported for the 2005-06 school year to 0 for the 2006-07 school year.

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program as evidenced by all progress reports and failure notices produced by the gradebook software during the 2006-2007 school year.

Given the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 64 percent of students attaining award status as measured by the 2007 administration of the FITNESSGRAM test program.

Given the benefits of students participating in advanced academic programs, the ratio of student enrollment including duplicate counts, in advanced level courses such as honors, gifted, AP, IB and/or dual enrollment as compared to the overall school's membership will increase from 0.8 during the 2005-06 school year to 0.96 in 2006-07 school year.

American High School will improve its ranking on the State of Florida ROI Index publication from the 52nd percentile in 2004-05 to the 53rd percentile on the next publication of the index.

Given school-wide emphasis on the importance of education, American High School will increase the graduation rate from 57 percent in 2005 to 58 percent in 2006.

Given school-wide emphasis on the importance of education, the percentage of 12th grade students receiving standard high school diplomas will increase from 71 percent in 2006 to 78 percent in 2007.

Given school-wide emphasis on the importance of education, the average daily attendance rate for students will increase from 92.43 percent for the 2005-06 school year to 92.82 for the 2006-07 school year.

improvement in the areas of Process Management and Business Results. In the area of Process Management, twenty-six percent of staff members reported a need for more resources in order to carry out their job. A specific analysis of the area of Business Results indicate that the organization should address how it disseminates to its employees information regarding financial status and strategic planning. Twenty percent of respondents state they do not know how the organization is doing financially. Efforts are being made to by school leaders to open new avenues of communication regarding these perceived deficiencies.

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.

American Senior High School

VISION

American, educating for success.

MISSION

The mission of American High School/American Adult Community Education Center is to provide the opportunity for all students to become productive, socially conscious, and successfully able to compete in a technologically advancing and ever-changing society.

CORE VALUES

All students should be afforded the opportunity to receive a quality education.

Teachers, students, and parents are partners in the learning process, which requires self-discipline and continues throughout life.

The goal of learning is to provide students the opportunity to be competitive in an ever-changing global community.

The process of education should address academics, career pathways, and character development.

A safe, clean and secure environment allows for effective teaching and learning.

Our school will foster a respect for all cultures.

Business and community partnerships are essential in meeting the needs of our students in our smaller learning communities.

School Demographics

AHS serves approximately 2818 students, in grades 9 through 12, from the surrounding neighborhood, including standard curriculum students (78%), Exceptional Student Education (ESE) students (14.6%), and English for Speakers of Other Languages (ESOL) students (7.4%). Approximately, 45 percent of the school's student population receives free or reduced meals. However, it is well known that a larger number of high school students who would normally qualify for free and reduced meals fail to apply due to the perceived stigma associated with the program. It is the school's belief that larger portions of our student body actually live in a lower socio-economic community than published statistics indicate. The mobility rate of American High School exceeds 30 percent. Because of the transient nature of the student body, American High School offers specific initiatives and services that assist students during what could be a difficult period of adjustment. Some of these initiatives include after school tutoring, a credentialed and highly experienced counseling staff, a first rate athletic program, and an extensive work experience program.

The ethnic breakdown of the American High School faculty is 38 percent White, 36 percent Black and 31 percent Hispanic. Sixty-nine of the teachers are male and 75 are female. The average years of teaching in the state of Florida is 12. The percent of teachers new to American High School this school year is 20.7. The percentage of beginning teachers is 12.8. Forty-eight percent of the instructional staff have advanced degrees.

The ethnic/racial makeup of the student population is 63% Hispanic, 29% Black Non-Hispanic, 5% White Non-Hispanic, and 2% Asian/Indian Multiracial. Over 60 percent of the students attending the school are transported to our school by the District. Our student mobility rate exceeds 30 percent. From 1999 through 2002 AHS received a school grade of "C." The school received a School Performance Grade of "D" in 2003 and 2004, but went up to a "C" in 2005 and maintained the "C" in 2006.

The community surrounding American High School has grown steadily in the past 10 years as evidenced by the building of new homes, townhouses, and apartments. The community has become multi-cultural and transient, as more rental units have been built. The business community surrounding the school supports the students as it offers many job opportunities and, in turn, appreciates the students' patronage.

School Foundation

Leadership:

The leadership team of American High School strives to set a clear, focused direction for the school by creating a positive and collaborative work environment. Results of the Organizational Performance Inventory Snapshot (OPIS) survey indicate 90 percent of American High School staff members are aware of and share the mission and vision of AHS, and feel it is a positive working environment.

District Strategic Planning Alignment:

The leadership team of American High School makes every effort to involve stakeholders in all aspects of strategic planning. The Educational Excellence School Advisory Committee (EESAC) meets monthly and includes representatives from all stakeholder groups. Results of the OPIS survey indicate that overall, staff members agree that AHS involves its employees in the development of school goals. Sixty-one percent of staff members agree that as AHS plans for the future, input and ideas are requested.

Stakeholder Engagement:

Overwhelmingly, the OPIS survey indicated that staff at AHS know who their most important customer is and keep in contact with them. Eighty-three percent of staff members agree they know who their important customers are. Two-thirds of staff members agree they are made aware of customer needs and wants directly by the customer and ask for feedback regarding customer satisfaction.

Faculty & Staff:

According to the OPIS survey, most staff members agree they are able to make changes that will improve their work and that AHS is a safe workplace. Fifty-seven percent agree that staff members cooperate and work as a team and 61 percent responded their supervisors are caring and encourage professional growth.

Data/Information/Knowledge Management:

According to OPIS survey results, 75 percent of staff members felt that they know how to measure and analyze the quality of their work to see if changes are needed. Most staff members feel they use these analyses for making decisions about their work and receive the information they need to know about how AHS is doing.

Education Design:

According to OPIS survey results, 55 percent of the staff surveyed agree that AHS has an effective process management system. Most agree they have control over their work and 64 percent indicate that they collect data about the quality of their work. This data is used to review the quality of their work and make necessary adjustments.

Performance Results:

The Office of Performance Improvement Snapshot (OPIS) survey revealed that 87 percent of the staff know how to

measure the quality of their work and 88 percent know how to analyze their work to see if changes are needed. Most staff members feel their work products meet all requirements for high quality and excellence and meet with customer satisfaction. Most employees are satisfied with their job and feel that AHS obeys laws and regulations.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will show greater levels of achievement on the reading portion of the 2007 administration of the Florida Comprehensive Assessment Test(FCAT).

Needs Assessment

Results from the 2006 administration of the Florida Comprehensive Assessment Test (FCAT) indicated that students at American High School did not meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001. According to the test results, 27 percent of ninth and tenth grade students are reading at or about grade Level. This falls short of the 44 percent minimum requirement for AYP in 2006 for all ninth and tenth grade students as well as the subgroups identified by NCLB.

The disaggregated data indicated that 31 percent of White students scored at Level 3 or above. This is a two percentage point increase compared to the 2005 results. African American results increased slightly from 14 percent in 2005 to 15 percent in 2006 scoring at or above Level 3. Twenty-six percent of Hispanic students scored at Level 3 or above, which represents a four percentage point increase from the 2005 results, but still falls short of the 44 percent minimum for AYP in 2006. Additional subgroups included Limited English Proficient (LEP), for which 7 percent scored at Level 3 or above, and Economically Disadvantaged for which 17 percent scored at Level 3 or above.

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

Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade White students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade African-American students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities students will increase their reading skills as evidenced by 51 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assess students quarterly using the Oral Reading Fluency Measure (ORF).	Assistant Principal of Curriculum, Reading Coach, Reading Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide Intensive Reading and Intensive Reading Plus classes for students scoring in the lowest quartile of the FCAT--Reading including, each subgroup identified in the NCLB requirements.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair, Reading Coach, Language Arts and Reading Teachers.	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Assess students not making adequate yearly progress in fluency using the Diagnostic Assessment of Reading (DAR).	Principal, Assistant Principal of Curriculum, School Psychologist, Reading Coach, Literacy Coach,	08/14/06	05/30/07	District-wide literacy plan	\$0.00

	Reading Teachers				
Continue initiatives no longer funded through grant monies by providing temporary instructors (150 teachers @ \$102/day x 2 days) to faculty members that will allow for professional development opportunities focusing on the implementation of Continuous Improvement Model and critical thinking skills strategies.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$30600.00
Continue initiatives no longer funded through grant monies by providing hourly stipends to faculty members (150 teachers @ \$38.00/hr x 3 hr) which will allow for professional development opportunities focusing on the infusion of technology-based interventions in reading.	Principal, Assistant Principal of Curriculum, Reading Coach, Tech-Mentor	08/14/06	5/30/07	Continuous Improvement Model	\$17100.00
Use a reading coach to assist and support content and elective area teachers with the integration of reading strategies across the curriculum.	Principal, Assistant Principal of Curriculum, Language Arts Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide hourly stipends to four language arts instructors to continue hourly after school (4 teachers @ \$38.00/hr x 180 days) Monday through Friday and two teachers for Saturday tutoring programs (2 teachers @ \$38.00/hr for 3 hours x 36 weeks) designed to assist any student (including those subgroups identified under the NCLB requirements; White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Reading benchmarks. Students' progress will be evaluated by monthly SSS benchmark assessments.	Principal, Assistant Principal of Curriculum, Reading Coach and Literacy Coach	8/14/06	5/30/07	Continuous Improvement Model	\$35568.00
Implement the State and District Comprehensive research based Reading Plan and District Language Arts/Reading Pacing Guide across the curriculum, including independent and supervised reading activities.	Assistant Principal of Curriculum, Language Arts Department Chair, Reading Coach, Language Arts, Reading and Content Area Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Holt, Rinehart and Winston textbooks and resources and the Read 180 computer program.

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. CIM strategies and concepts
5. Use of technology
6. CRISS Strategies

Evaluation

Summative:

2007 FCAT--Reading

Formative:

Oral Reading Fluency Measure (ORF)

Diagnostic Assessment of Reading (DAR)

Quarterly reading diagnostic assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will show greater levels of achievement on the mathematics portion of the 2007 administration of the Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

Results from the 2006 administration of the Florida Comprehensive Assessment Test (FCAT) indicated that students at American High School met Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001 in mathematics with 47 percent of students scoring at or above a Level 3.

Ninth grade results yielded that 43% of ninth grade students met high standards, a ten percentage point increase from the 2004 results. Forty-nine percent of tenth grade students met high standards, a five percentage point increase from the 2004 results.

A look at the disaggregated data indicate an increase of at least nine percentage points for African-American, Hispanic and Economically Disadvantaged students when compared to the 2004 results.

While these results indicate an overall gain in performance when compared to the previous year, ninth and tenth grade students are still performing below state and District standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, African American ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Limited English Proficiency students will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT-- Mathematics.

Given school-wide attention to the Inclusion program, the percentage of Students with Disabilities (SWD) spending 80 percent or more of their academic day with non-disabled peers will increase from 13.2 percent in the 2005-06 school year to 18.15 in the 2006-07 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the District Mathematics Pacing Guide in the mathematics curriculum.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide Intensive Instruction classes for students scoring in the lowest quartile on the FCAT Mathematics Test, including subgroups identified in the NCLB requirements.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	8/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide temporary instructors (15 @ \$102/day x 2) and hourly stipends (15 teachers @ \$38.00/hr x 8 hours) for teachers to continue to modify the curriculum to increase student success in mathematics.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/14/06	05/30/07	Continuous Improvement Model	\$7620.00

Assess students' attainment of SSS benchmarks, on a monthly basis, using teacher-developed and District-provided tests.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue initiatives no longer funded through grant monies by providing temporary instructors (150 teachers @ \$102/day x 2 days) to faculty members that will allow for professional development opportunities focusing on the implementation of Continuous Improvement Model and critical thinking skills strategies.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide hourly stipends to three mathematics instructors to continue hourly after school(3 teachers @ \$38.00/hr x 180 days) Monday through Friday and one teacher for Saturday tutoring programs (1 teacher @ \$38.00/hr for 3 hours x 36 weeks) designed to assist any student (including those subgroups identified under the NCLB requirements; White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Mathematics benchmarks. Students' progress will be evaluated by monthly SSS benchmark assessments.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mu Alpha Theta Sponsor	08/14/06	05/30/07	Mentoring Opportunities	\$24624.00

Research-Based Programs

Continuous Improvement Model, Glencoe Mathematics textbooks and resources, FCAT Explorer, RiverDeep and Quizdom

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. The use of Glencoe resources
6. the use of technology
7. Quizdom
8. Edusoft

Evaluation

Summative:

2007 FCAT--Mathematics

Formative:

Quarterly mathematics diagnostic assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will show greater levels of achievement on the writing section of the 2007 Florida Comprehensive Assessment Test.

Needs Assessment

Data from the 2006 administration of the FCAT--Writing+ Assessment indicated that 85 percent of tenth grade students met state required mastery level of 3.5 and above. Analysis of the 2006 FCAT--Writing Assessment showed that students need continued opportunities to practice persuasive and expository writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 86 percent of the students achieving a score of 3.5 or higher on the 2007 administration of the FCAT--Writing+.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to offer CIM professional development opportunities ensuring that all teachers are trained in CIM and critical thinking strategies.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Include an FCAT Writing Plus style prompt on all pertinent midterms and final exams.	Principal, Assistant Principal of Curriculum, Department Chairs	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide the state required rubric for the FCAT--Writing Plus to all ninth and tenth grade students and model exemplary writing.	Assistant Principal of Curriculum, English Department Chair, 9th and 10th grade Language Art teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Administer monthly formative and summative writing assessments and adjust instruction for ninth and tenth grade students based on assessment results.	Principal, Assistant Principal of Curriculum, Language Arts teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Maintain and support tutoring programs offered after school designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Science benchmarks.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The effective writing component of the Comprehensive Reading Plan (CRP).

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. Use of technology
6. Creating Independence through Student-owned Strategies (CRISS)

Evaluation

Summative:

2007 FCAT--Writing+

Formative:

Oral Reading Fluency Measure (ORF)

Diagnostic Assessment of Reading (DAR)

Quarterly diagnostic assessments

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will show greater levels of achievement on the science section of the 2007 Florida Comprehensive Assessment Test (FCAT).

Needs Assessment

Analysis of data derived from the 2006 administration of the FCAT--Science indicates that, on average, students performed two points below the District mean scale score of 275. While meeting the District average in each of the content areas tested, student performance indicates a need for improvement in the content areas of Life and Environmental sciences as well Physical and Chemical science.

Measurable Objective

Given instruction using the Sunshine State Standards, eleventh grade students will increase their knowledge of science as evidenced by 50 percent of students scoring at a Level 3 or higher on the 2007 administration of the FCAT--Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain and support the Biomedical Academy to expand student School-to-Career choices.	Principal, Assistant Principal of Curriculum, Biomedical Academy Lead Teacher, Academy teachers	08/14/06	05/30/07	Career Development Programs	\$0.00
Continue to identify candidates for advanced academic courses and promote enrollment in the various science disciplines.	Principal, Assistant Principal of Curriculum, Science Department Chair, Guidance Counselors and Science teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expand professional development opportunities for science teachers to include Bio-Medical and Health Science technology.	Principal, Assistant Principal of Curriculum, Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide temporary instructors (20 teachers @ \$102/day x 2 days) for science teachers to establish and maintain vertical teaming avenues for teachers within the feeder pattern to facilitate communication and the exchange ideas.	Principal, Assistant Principal of Curriculum, Science Department Chair	08/14/06	05/30/07	Academic Teams	\$4080.00
Maintain and support tutoring programs offered after school designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS Science benchmarks.	Principal, Assistant Principal of Curriculum, National Honor Society sponsor, Pre-Med sponsor	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Provide temporary instructors (20 teachers @ \$102/day x 2) and hourly stipends (20 teachers @ \$38.00/hr x 8 hours) for science teachers to develop, implement and modify as needed a scope and sequence for each science course offered.	Assistant Principal of Curriculum, Science Department Chair, Science Department teachers	08/14/06	05/30/07	Continuous Improvement Model	\$10160.00
Purchase technology hardware, software and laboratory equipment.	Principal, Assistant Principal of Curriculum, Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$200000.00

Encourage student participation in Science competitions.	Principal, Assistant Principal of Curriculum, Science Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
--	---	---------	---------	-------------------------	--------

Research-Based Programs

Glencoe and Addison-Wesley textbooks and resources, RiverDeep and FCAT simulation for Science

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. CIM strategies and concepts
5. Use of technology
6. CRISS Strategies

Evaluation

Summative:

2007 FCAT--Science

Formative:

Quarterly Science diagnostic 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

There will be an increase in parental involvement at American Senior High School.

Needs Assessment

In the past school year, the administration has endeavored to make information about school programs and policies more available to parents. Open House, Freshmen Orientation and Grade Level parent nights have been created to disseminate information, showcase special programs and make the administration and staff more accessible to parents. Unfortunately, despite all of these efforts, parental attendance at school functions and PTSA meetings remains low. The PTSA has made it a priority to concentrate on recruitment efforts to help increase parental involvement at AHS.

Measurable Objective

Given school-wide attention to an increase in parental involvement, American High School will increase membership of the AHS chapter of the PTSA by five percent, from 168 members in 2005-06 to 177 members during the 2006-07 school year as measured by the membership roster.

Given school-wide attention to an increase in parental involvement, at least seven percent of parents of students at American High School will be enrolled in Parent Academy courses for the 2006-07 school year.

The percentage of parents who report agreement with the statement "The overall climate or atmosphere at my child's school is positive and helps my child learn" will increase from 63 percent reported for the 2005-06 survey to 66 percent reported for the 2006-07 survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a freshmen orientation prior to the opening of the school year to acclimate incoming freshmen and their parents with the school's facilities, services, programs being offered and organizations such as the PTSA.	Principal, Administrative Team, Leadership Team	08/14/06	05/30/07	Community Partnerships	\$0.00
Encourage faculty and staff to join the PTSA by sponsoring a faculty and staff appreciation breakfast.	Principal, PTSA President	08/14/06	05/30/07	Community Partnerships	\$0.00
Inform parents of school events, meetings and important information via email, phone calls, flyers and mail.	Principal, Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Offer a parent night for each grade level to disseminate information regarding school programs, policies and opportunities for communication with school personnel.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Administer and review the School Climate Survey to identify potential areas of improvement in parental participation.	Principal, Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Maintain the PTSA drop box in the main office for new applicants to drop off membership applications and dues.	Principal, PTSA President	08/14/06	05/30/07	Community Partnerships	\$0.00
Review customer satisfaction surveys to assess parental/family perceptions of education-related needs and the school's response to them.	Principal, Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

The Miami Dade Public Schools has incorporated a parent academy for the 2005-2006 school year.

www.theparentacademy.dadeschools.net

The Florida PTSA

www.floridapta.org

National PTSA Standards

www.pta.org

All of these research based programs express the beliefs in the importance of parental involvement.

Professional Development

District and school sponsored parent workshops in the areas of FCAT, Career Academies and College entrance procedures.

Evaluation

Adequate progress will be deemed to have been achieved if membership of the AHS chapter of the PTSA for the 2006-07 school year is increased by five percent when compared to the 2005-06 school year.

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

GOAL 6 STATEMENT:

American High will reduce the number of violent incidents.

Needs Assessment

Violent incidents have increased steadily at American from 247 during the 2000-01 school year to 287 during the 2003-04 school year.

Measurable Objective

Given school-wide attention to programs emphasizing school safety, American High School will decrease the number of violent incidents by five percent during the 2006-2007 school year as reported by the State of Florida when compared to the previous year.

Given the use of the student code of conduct and school-wide attention to programs emphasizing school safety, American High School will decrease the number of serious incidents from 13.72 per 1,000 students, reported during the 2005-06 school year to 0 reported during the 2006-07 school year.

Given school-wide attention to programs emphasizing school safety, the percentage of students who report agreement with the statement "I feel safe at my school" on the School Climate Survey will increase from 58 percent reported in 2005-06 survey to 62 percent reported in 2006-07 survey.

The number of safety-to-life operational deficiencies (per 10,000 square feet) will decrease from 0.44 reported for the 2005-06 school year to 0 for the 2006-07 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase frequency of hall sweeps to reduce truancy.	Principal, Assistant Principals and Security personnel	08/14/06	05/30/07	District Strategic Plan	\$0.00
Modify and improve the current school Crisis Intervention Plan.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase additional camera equipment to deter unauthorized access to campus.	Principal and Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Retain one additional full-time security monitor, one additional part-time security monitor and additional hourly support to help ensure safety before, during and after school and during school events.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide professional development to the entire faculty and staff on Crisis Management, and behavior management techniques.	Principal, Assistant Principals and Behavior Management Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Comprehensive Improvement Model

Professional Development

Professional Development opportunities will be provided in the following areas:

1. Behavior Management
2. Identification of crisis behaviors
3. Deescalation of violent behavior
4. Professional development in safe crisis management

Evaluation

On the next State of Florida violent incident report, American High School will show progress toward reducing the number of incidents.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

American High School will increase its use of technology.

Needs Assessment

Much of the time that was allotted for instruction was instead devoted to increasing amounts of paperwork by teachers.

Measurable Objective

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program as evidenced by all progress reports and failure notices produced by the gradebook software during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Refresh existing technology, as funds become available.	Assistant Principal of Curriculum, Computer Specialist, Micro- systems Technician	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to provide professional development opportunities for teachers in the use of technology, as funds become available.	Assistant Principal of Curriculum, Gradebook manager	08/14/06	05/30/07	District Strategic Plan	\$0.00
Designate a gradebook manager, to serve as the school site liason for the teachers and the Pinnacle software company.	Principal, Gradebook manager	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Survey and wire classrooms without internet access, as funds become available.	Principal, Computer Specialist, Micr-systems Technician	08/14/06	05/30/07	District Strategic Plan	\$20000.00
Provide skills development activities designed to improve student proficiency in the use of technology tools.	Assistant Principal of Curriculum, Computer Specialist, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Pinnacle grade book software

Professional Development

Professional development in the use of Pinnacle Gradebook software

Evaluation

Adequate progress will be deemed by 100 percent of grades being reported electronically.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Students at American Senior High School will adopt a healthier and more physically active lifestyle.

Needs Assessment

To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 64 percent of students attaining award status as measured by the 2007 administration of the FITNESSGRAM test program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate an employee wellness program to include participation in a fitness lifestyle design class.	Principal, Assistant Principals, Physical Education Department Chair	08/14/06	05/30/07	Community Partnerships	\$0.00
Utilize the FITNESSGRAM to administer a pre-test and posttest to students enrolled in physical education to measure the student's health related fitness level.	Principal, Assistant Principals, Physical Education Department Chair, Physical Education teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instruction is dedicated to health-related fitness activities such as cardiovascular, flexibility, muscular strength, endurance and body composition.	Principal, Assistant Principals, Physical Education Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessed component items of the FITNESSGRAM, which would enhance specificity of training.	Principal, Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase student participation in scheduled cardiovascular activities.	Principal, Assistant Principals, Physical Education teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and expand the nutrition, weight management and body composition instructional components in health and physical education classes.	Principal, Assistant Principals, Physical Fitness Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Human Kinetics program, FITNESSGRAM

Professional Development

Professional development opportunities will be offered in the following areas:

1. Physical Fitness related professional development opportunities as it relates to course scope sequence.
2. Assessing student fitness levels using FITNESSGRAM equipment and software.

Evaluation

The FITNESSGRAM, health-related fitness test will be administered and adequate progress will be deemed if 64 percent of students attain award status.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Students at American High School will increase participation in Advanced Academic courses

Needs Assessment

The number of students enrolled in at least one advanced academic course in 2005-2006 was 751 or 26 percent, down four percentage points from 2004-05.

Measurable Objective

Given the benefits of students participating in advanced academic programs, the ratio of student enrollment including duplicate counts, in advanced level courses such as honors, gifted, AP, IB and/or dual enrollment as compared to the overall school's membership will increase from 0.8 during the 2005-06 school year to 0.96 in 2006-07 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase communication among advanced academic teachers to align curriculum objectives.	APC, Leadership Team	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Articulate with feeder pattern schools and include a component, which encourages incoming students to select advanced academic courses.	APC, Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Maintain and support tutoring programs offered after school by the Honor Societies designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS benchmarks to be monitored quarterly using school-developed assessments.	APC, National Honor Society Sponsor	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Continue to offer CIM professional development opportunities ensuring that all teachers are trained in CIM and critical thinking strategies.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Subsidize Cambridge Academy students' participant, supply, and exam fees.	Principal, Assistant Principal of Curriculum, Cambridge Academy Lead Teacher	08/14/06	05/30/07	Career Development Programs	\$15000.00
Administer to all 9th and 10th grade students the PSAT at no cost. These scores will be used to encourage students to select advanced academic courses and make sound school-to-career choices.	Principal, Assitant Principal of Curriculum, Test Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Cambridge Academy
Collegeboard

Professional Development

Professional development opportunities will be provided in the areas of:

1. Summary of Answers & Skills
2. AP Potential Workshop
3. Content AP Workshops
4. Student Curriculum Review
5. AP Summer Institute
6. Cambridge Academy Seminar
7. Advanced Placement workshops

Evaluation

Adequate progress will be deemed to have been achieved if the ratio of student enrollment including duplicate counts, in advanced level courses such as honors, gifted, AP, IB and/or dual enrollment as compared to the overall school's membership increases for 2006-07 as compared to the ratio for 2005-06.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

American High School will increase the 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 2004-05 school year, American High School ranked at the 52nd percentile on the State of Florida ROI index.

Measurable Objective

American High School will improve its ranking on the State of Florida ROI Index publication from the 52nd percentile in 2004-05 to the 53rd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, APC, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal, APC, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Review the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, APC, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Research shared use of facilities, partnering with community agencies.	Principal, APC, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor inventoried items throughout the school year by conducting periodic property audits.	Principal, Assistant Principal, Computer Specialist	08/04/06	05/30/07	District Strategic Plan	\$4000.00

Research-Based Programs

Glencoe textbooks and resources, Addison-Wesley textbooks and resources, Holt, Rinehart and Winston textbooks and resources, RiverDeep and FCAT simulation for Science, FCAT Explorer, Quizdom, and the effective writing component of the Comprehensive Reading Plan (CRP).

Professional Development

Training and/or professional development opportunities will be provided in the following areas:

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. The use of textbook resources
6. the use of technology
7. Quizdom
8. Edusoft
9. District and Regional budget trainings and conferences
10. Money Matters meetings
11. MSAF trainings
12. Grant writing workshops

Evaluation

On the next State of Florida ROI index publication American High School will show progress toward reaching the 53rd 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 type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

American High School will increase its graduation rate.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, the graduation rate for American High School was 57 percent. This is a two percentage point decrease from 2004.

Measurable Objective

Given school-wide emphasis on the importance of education, American High School will increase the graduation rate from 57 percent in 2005 to 58 percent in 2006.

Given school-wide emphasis on the importance of education, the percentage of 12th grade students receiving standard high school diplomas will increase from 71 percent in 2006 to 78 percent in 2007.

Given school-wide emphasis on the importance of education, the average daily attendance rate for students will increase from 92.43 percent for the 2005-06 school year to 92.82 for the 2006-07 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop a master schedule to accommodate the required courses for the career academy or small learning community.	Principal, Assistant Principal, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Research community partnerships associated with career/academy theme.	Principal, Assistant Principal, Career Specialist, SLC Leaders	08/14/06	05/30/07	District Strategic Plan	\$0.00
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Review career education programs/academies with the school community.	Assistant Principal of Curriculum, Student Services Department Chair, Career Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next graduation index publication American High School will show progress toward reaching a 60 percent graduation rate.

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 worked closely with the principal in the execution of the technology plan and comprehensive school reform grant funds. The EESAC has set aside funds to expand student and teacher access to technology.

Training:

The EESAC has not made any suggestions to date in this area.

Instructional Materials:

The EESAC has worked in conjunction with the mathematics and science department to purchase five smart boards and projectors.

Technology:

The EESAC has worked in conjunction with the mathematics and science department to purchase five smart boards and projectors. Through the deployment of the CSR initiative, a micro-systems technician was retained to assist teachers and staff in the integration of technology into the curriculum.

Staffing:

The EESAC has worked in conjunction with the principal to retain a micro-systems technician to assist teachers and staff in the integration of technology into the curriculum.

Student Support Services:

The EESAC has addressed Student Support Services through the implementation of Comprehensive School Reform initiatives, the technology plan and expansion of the Parent/Teacher/Student Association (PTSA).

Other Matters of Resource Allocation:

The EESAC has worked closely with the principal on the allocation of resources received through QZAB and Comprehensive School Reform grant funds.

Benchmarking:

The EESAC has worked closely with the Leadership Team in identifying benchmarks which would be used to establish and evaluate Comprehensive School Reform (CSR) and School Improvement Plan goals.

School Safety & Discipline:

The EESAC has worked closely with the Leadership Team to establish and improve student safety and discipline initiatives such as the crisis management plan and professional development opportunities.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$83,268.00
Goal 2: Mathematics	\$32,244.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$214,240.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$20,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$15,000.00
Goal 10: Return On Investment	\$4,000.00
Goal 11: Graduation (High Schools Only)	\$0.00
<hr/>	
Total:	\$368,752.00

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