
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7461 - Miami Senior High School

FeederPattern: Miami Senior

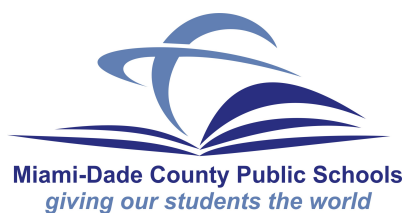
Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Daniel Tosado

*Adult/Vocational
Principal:* Gilda Santalla

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Senior High School

Miami Senior High School (MSHS), a comprehensive urban high school, located at 2450 SW 1st Street, Miami, Florida, is the oldest high school in Miami-Dade County Public Schools. The school celebrated its centennial in 2003 and occupies a beautiful Mediterranean structure designated as a National Historic Landmark. The school has served as a cornerstone for the community, successfully assimilating each new immigrant wave and societal change. The surrounding "Little Havana" community, one of the poorest socio-economic areas in the nation, is largely comprised of recent immigrants from Central America. This community views Miami Senior High School as the gateway to the "American Dream." The school enjoys a strong sense of family and tradition. Many students look forward to their tenure at Miami Senior High School and to becoming a part of this rich heritage. Miami Senior High School has a long and proud list of distinguished citizens as alumni, including former United States Senator Bob Graham, current School Board Chair, Augustin Barrera, as well as many athletes, entertainers, and educators.

The school provides services to standard curriculum, Exceptional Student Education, and Limited English Proficient students in grades nine through twelve. There are two magnet programs, the Center for the Teaching Profession and Legal and Public Affairs, as well as academies dealing with bilingual studies, the Oracle database system, and entertainment careers. During the 2005-2006 school year, the Smaller Learning Communities for the ninth grade was instituted as part of the Secondary School Reform Frameworks in order to address the particular educational and social challenges of that age group. The Smaller Learning Communities model is being rolled out for the entire school as a result of the overwhelming faculty vote in its favor.

Miami Senior High School employs an innovative eight-period day flexible block schedule, the first implemented among Miami-Dade County Public Schools. It allows students to progress more quickly, remediate academic deficits, and complete challenging School-To-Career programs.

Miami Senior High School enjoys outstanding relationships and communication with our feeder pattern elementary and middle schools through our yearly articulation meetings. In addition, it has valued partnerships with Miami-Dade College and the University of Florida, the latter through the UF Alliance, as well as with the University of Miami through the Legal and Public Affairs Magnet, and Florida International University. In the last few years, the school has undergone a large influx of technology so that almost every classroom has at least one computer with Internet access, thus making it possible for the school to be on the computerized grade book.

The limitations of the school facility, a high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges. The current enrollment is approximately 3,280 students in grades nine through twelve. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 92% Hispanic, 5 % Black (non-Hispanic), 3 % White (non-Hispanic), and fewer than 1 % Other.

Miami Senior High School families are mostly economically disadvantaged. According to district data, 68 % of the students qualify for free or reduced lunch. Consequently, the school has been classified as a Title I school for the past three years.

Currently, the school has 645 students designated as Limited English Proficient (LEP). These students divide into four groups: ESOL Level 1: 170; Level 2: 128; Level 3: 93; Level 4: 144.

There are 356 students in the Exceptional Student Education Program (ESE) not including Gifted. They are found in the following programs: Deaf or hard of hearing: 1; Educable Mentally Handicapped: 31; Emotionally Handicapped: 25; Orthopedically Impaired: 12; Other Health Impaired: 11; Specific Learning Disabled: 244; Speech Impaired: 7; Trainable Mentally Handicapped: 18; Visually Impaired: 2; Autistic: 2; Traumatic Brain Impaired: 1; Severally Emotionally Disturbed: 1; and Language Impaired: 1. In addition, the Gifted Program serves 187 students.

The overall absentee rate has increased slightly over the last year, with 7% of students absent daily. Although this is still below average for the area, attendance needs to be monitored closely.

Information derived from the Organizational Performance Improvement Snapshot Assessment Survey, answered by 75% of the Miami Senior High staff, indicates that the staff, overall, is pleased with their relationship with the students as well as with their professional performance.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their reading skills, as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a 1% increase of students scoring a 4.0 or above on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 44% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parent-teacher-counselor contact hours, enhanced enrollment in the MHS Adult Education Program, home visitations, and verbal/written communication as demonstrated through enhanced strategies and attendance logs.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to 256 outdoor suspensions during the 2005-2006 school year.

Given attention to the need to utilize 21st century technology and communications media in the Miami Senior High School community, 75% of school departments will develop school-hosted web pages as compared to 60% during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by a 5 percentage point increase in the number of students who pass the FITNESSGRAM test in the spring of 2007 FITNESSGRAM administration as compared to the spring of 2006 FITNESSGRAM administration.

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 10% in the 2006-2007 academic year above the levels in the 2005-2006 year.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving proficiency levels in reading and mathematics (FCAT Achievement Level 3 or above) will increase in the 2007 FCAT administration as compared to the proficiency levels achieved in

2006 FCAT administration of the Reading and Mathematics Tests.

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2007 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

The Leadership Team, after analyzing and evaluating pertinent data from the Organizational Performance Improvement Survey, has identified items from the categories of Business Results, Human Resources Focus, and Leadership falling into the following areas: awareness of the financial resources; and inclusion of all stakeholders in management decisions. As a result, the leadership team will compile and share ideas with faculty and staff through EESAC, Curriculum Council, and Faculty meetings.

The objectives stated closely align with the school's Mission Statement regarding student achievement, evaluation of the school, and students' readiness for work or further study. Working toward these objectives should produce measurable gains in student achievement and aid the school in moving toward successful evaluation according to state criteria. Additionally, many of the strategies under these objectives address the area of dropout prevention and constitute academic interventions for selected students.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Miami Senior High School

VISION

All students can learn, and student learning is the chief priority for the school. Therefore, students' learning needs will be the primary focus of all decisions impacting the work of the school.

Students learn in different ways and will be provided with a variety of instructional approaches to support their learning.

Students need to not only demonstrate their understanding of essential knowledge and skills, but also be actively involved in solving problems and producing quality work.

The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

A safe and physically comfortable environment will promote student learning.

Teachers, administrators, parents, and the community will share the responsibility for advancing the school's mission.

MISSION

The Mission of Miami Senior High School:

Miami Senior High School is committed to creating a safe and supportive learning environment that prepares every member of the school community for the workplace or post-secondary education in order to secure a successful future.

Students, teachers, staff, parents, and community will collaborate to ensure that all students master meaningful and challenging work in a balanced curriculum and become independent thinkers, problem solvers, productive citizens, and lifelong learners.

CORE VALUES

Pursuit of Excellence.

We attain success by promoting and maintaining high academic standards for all students.

Integrity

We honor the conviction to our mission and beliefs to promote a positive and safe learning environment for all students.

Respect

We show regard for the worth and dignity of all stakeholders in our school.

Cooperation

We collaborate toward our goals of providing a positive learning community for all our stakeholders.

School Demographics

Miami Senior High School (MSHS), a comprehensive urban high school, is the oldest secondary educational institution in Miami-Dade County Public Schools. Miami Senior High School is a Title I funded school, currently serving 3280 students in grades nine through twelve. The school is located in "Little Havana", a predominantly Hispanic Community, in Miami-Dade County. The school consists of a multi-cultural, multi-ethnic, multi-lingual population. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 91% Hispanic, 5 % Black (non-Hispanic), 3 % White (non-Hispanic), and less than 1 % Other. (need to update following data) The student population is comprised of 68% receiving free or reduced lunch, 41% Limited English Proficient (LEP), and 20% Exceptional Student Education (ESE). A high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges.

(need to revise the following data)

Miami Senior High School staff is comprised of 250 full time staff members and 31 part-time staff: 5 administrators, 136 classroom teachers, 20 exceptional student education teachers, 10 guidance counselors, 2 media specialists, 14 paraprofessionals, 10 clerical/secretaries, 19 custodial/service workers, 2 community involvement specialists, 1 activities director, 1 athletic director, 1 school psychologist, and 1 career specialist. Levels of degrees for teachers are as follows: 66 Bachelor's degrees, 74 Master's degrees, 21 Specialist degrees, 7 Doctorate's, and 6 National Board Certified.

Faculty and staff members represent the multicultural diversity of the community. The school is recognized as having a cadre of absolutely dedicated, hard-working, well prepared teachers and leaders. Interestingly, 38% of the faculty members are alumni and take great pride in returning to the school to help the next generation of students prepare for readiness to function in a multi-lingual/multi-cultural environment.

School Foundation

Leadership:

According to the Organizational Performance Improvement Survey, administered in September 2006, there is some variability in the responses to items in this category. There is a very high understanding of the school's mission, but teachers and staff feel that they are not consulted in the decisions of the leadership.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Survey administered in September 2006, the lowest ranked item was Process Management; the three items in this section are rated the lowest. Teachers and staff do not see clearly where they fit in the strategies of the District and the school, and therefore are unaware of progress on strategic issues. Once again, a lower-rated item reveals that teachers and staff feel that their ideas are not solicited. One of the highest rated items was "I know the parts of my work location's plans that will affect me and my work."

Stakeholder Engagement:

According to the Organizational Performance Improvement Survey administered in September 2006, the items focusing on the relationships of teachers and students achieved the most favorable ratings. Further, teachers are satisfied with the quality and nature of their own professional performance. The lowest rated item was "I am allowed to make decisions to solve problems for my customers."

Faculty & Staff:

According to the Organizational Performance Improvement Survey administered in September 2006, the highest rated was "The people I work with cooperate and work as a team." The lowest item was "I am recognized for my work." This concern will be addressed.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Survey administered in September 2006, teachers felt fairly confident that they know the strengths and weaknesses of their work. The lowest rated item deals with the information available to measure the quality of work location performance.

Education Design:

According to the Organizational Performance Improvement Survey administered in September 2006, items in this category were the lowest ranked. Teachers and staff clearly feel that the resources and processes available to do their work need to be improved. Items in the Survey's Business Results category, which were relatively low-rated, also impinge on this area, such as "I know how my work location is doing financially," and "My work location removes things that get in the way of progress." One of the highest rated items was "my work products meet all requirements for high quality and excellence."

Performance Results:

According to the Organizational Performance Improvement Survey administered in September 2006, while teachers are generally satisfied with their jobs, as measured in item 7i, teachers and staff clearly feel that they are not adequately recognized for their work (5d), and their perceptions of approbation by supervisors are among the lowest rated (5f).

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami-Dade County Public Schools has made some headway on the issues of teacher recruitment and retention through new initiatives and partnerships. M-DCPS has established a marketing campaign through the Annual Teacher Recruitment Fair which provides applicants with an accelerated advanced contract employment process. The Human Resources Department has streamlined the application process via its user friendly website to provide a more efficient method of processing applicants and to improve communication with prospective candidates. In addition, the website offers daily listings of vacancies. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified teachers for the students of M-DCPS. The Professional Growth Teams (PGT) has contributed to higher retention of new teachers. As a district, we must begin to explore the possibilities of initiating a Teacher Network Support and offer senior high school teachers alternate certification. It appears unlikely that M-DCPS will be in compliance with the No Child Left Behind Act in June 2007, specifically, in the area of reading in secondary schools. Recruitment of "Highly Qualified" Reading teachers at Miami Senior High School has been very difficult. Quality is an expensive undertaking. Financial incentives must be provided.

• Highly Qualified, Certified Administrators:

Dr. Daniel Tosado, 089480, Principal

A thirty-three year veteran of the Miami-Dade County Public Schools, Dr. Tosado has held a variety of administrative positions ranging from middle school teacher through various principalships. At the district level, Dr. Tosado has also held a number of positions in offices such as School Improvement, Curriculum and Instruction, Labor Relations, Information Technology, Construction, and, in his most recent position, as the Associate Superintendent in the School Improvement Zone. At the site level, Miami High School is Dr. Tosado's third high school principalship and he was instrumental in developing the school district's secondary school reform framework.

Gloria Garcia, 148184, Assistant Principal

During her 8-year tenure with M-DCPS, Mrs. Garcia has served in a low performing middle school with a high concentration of economically disadvantaged students. She was a mathematics teacher and served as Co-Chair of the Educational Excellence Advisory Council for three years as well as a Team Leader for sixth grade. Mrs. Garcia was named Beginning Teacher of the Year and was later nominated as Teacher of the Year by her peers. During this time, the school's grade improved from a D to a C. Prior to joining our administrative team, Mrs. Garcia was a Technology Mentor and facilitated training to the faculty on data analysis, software programs relating to content areas, and the utilization of technology to improve instruction. In addition, she coordinated the school's Beginning Teacher Program and was responsible for setting up the Professional Growth Teams for over 15 new teachers, with monthly meetings to monitor their progress. While at Miami Senior High School, she has collaborated with the administrative team to improve the school's grade from a D to C, monitored the school's attendance (ranked 7th in the county), monitored the school's Web site to ensure that parents were able to access their children's grades, and developed perfect attendance incentives.

Mrs. Garcia attended the Principals' Center at Harvard Graduate School of Education during the summer of 2005 and participated in a 10-day symposium titled "Improving Schools: The Art of Leadership" to develop strategies for improving student achievement, teacher performance, communication, and inclusion.

Benny Valdes, 203076, Assistant Principal

Mr. Valdes has been part of the educational system for the past 13 years. He is an alumnus of Miami Senior High School and a former physical education teacher. Mr. Valdes taught at Carver Middle School for 8 years, during which time the school received a National Blue Ribbon School of Excellence Award. As an administrator for the past five years, he has been an effective leader, demonstrating the professionalism and qualities of a veteran administrator. Being bilingual and having been raised in the school's surrounding neighborhood has helped Mr. Valdes in addressing the concerns of a large and diversified Hispanic community. His home is close to the school, and this allows him to respond to emergencies and participate in after school activities. He is currently the assistant principal overseeing curriculum, providing continued efforts for steady growth in student achievement. Mr. Valdes has played a major role in Miami Senior High School's continuous improvement in student achievement and in the attainment of a grade of "C" the past three years. His degrees include a Bachelor in Physical Education from Florida International University and a Masters in Educational Leadership from NOVA Southeastern University.

Patricia Rembert, 122217, Assistant Principal

Ms. Rembert has thirty one years experience in the field of education. She has worked as a Headstart Center Director, mathematics teacher, adjunct college professor, college dean, department chairperson, magnet lead teacher, and middle school assistant principal before becoming an assistant principal at Miami Senior High School (MSHS). Ms. Rembert has certification in Mathematics (6-12) and Educational Leadership (K-12). She is a member of several educational organizations including Mathematics Teachers of Dade County, Phi Delta Kappa, Association for Supervision and Curriculum Development, and the National Council for Exceptional Children. She has won numerous awards and honors and was recently acknowledged as the 2003-04 Access Center IV Outstanding Title I Administrator and represented MSHS as the 2003-04 Council for Exceptional Children Administrator of the Year. She has met the performance standards of the Miami-Dade County Public Schools (M-DCPS) Performance Planning and Assessment System throughout her eleven year tenure as an assistant principal. Ms. Rembert supervised the mathematics department from 1996-2004 where 74% of the students made learning gains and 49% met Florida Comprehensive Assessment Test (FCAT) objectives at level 3 and above. This performance played a significant role in MSHS receiving a school grade of "C". She supervised the Title I reading leader and the Read 180 program, and she assisted in the supervision of the Independent Practice Reading. Title I funds were used to purchase reading and mathematics software and programs. In addition, she established the Miami Senior High School gifted program and the MSHS Parent Resource Center, served as supervisor of grants that brought over three million dollars into the school within the past three years, conducted Professional Assessment and Comprehensive Evaluation System (PACES) staff development, served as Title I coordinator, and developed the MSHS Beginning Teacher's Program. She has served as a member of the MSHS Parent Teacher Student Association (PTSA), the MSHS Southern Association of Colleges and Schools (SACS) committee, Curriculum Council committee, and Exceptional Student Education (ESE) administrator. Ms. Rembert is a M-DCPS Creating Independence through Student-owned Strategies (CRISS) facilitator. Her goals are to assist the students, staff and community in making sure each child who enters MSHS will be prepared to be a responsible and successful citizen.

Ms. Madeline Mendez, 236873, Assistant Principal

Ms. Mendez began her initial educational career at Miami Carol City Senior High School where she taught as a Social Studies teacher. Ms. Mendez received her bachelor's degree in History with a minor in Education from Florida Atlantic University. She then went on to earn her Master's Degree in Educational Leadership from Nova Southeastern University. Ms. Mendez is a professional educator who is dedicated to empowering students to reach their educational as well as their personal goals. Before joining the administrative team at Miami Senior High School, Ms. Mendez worked as an Assistant Principal at Homestead Senior where she served as committee chair in the SACS/CASI re-accreditation process, Parent Teacher Student Association (PTSA), Educational Excellence School Advisory Council (EESAC) and attended various district and state seminars and conferences to enhance achievement within the Miami-Dade County Public School system. As an Assistant Principal, Ms. Mendez's major responsibilities entail overseeing attendance, emergency procedures, custodial, security, property control, plant operations and capital construction. Ms. Mendez works collaboratively with students, staff, and the administrative team at Miami Senior High

School to ensure continued increases in the overall school performance on the FCAT.

• Teacher Mentoring:

Miami Senior High School has a Teacher Mentoring Program designed to assist teachers with the realities that they face in teaching, to learn their significance as role models, and to use what they have learned to improve their teaching skills. The program also helps to ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in order to contribute to student success.

New teachers are identified at the beginning of the school year and scheduled to take part in district and school orientations to familiarize them with Miami-Dade County's policies and procedures. After the first orientation meetings and as part of the Professional Growth Process, all Annual Contract teachers are supported by a PACES Professional Growth Team to assist them in the Professional Growth Process.

As part of this process, Annual Contract teachers are matched to mentors that possess great attitude, professional competence, experience, communication and interpersonal skills, and a willingness to serve their new colleagues. Each mentor offers assistance in various specialized areas such as subject matter expertise, the use of technology, classroom management, and the everyday questions involving policies and procedures. The role of these mentors or colleague teachers is strictly supportive.

As part of the activities Miami Senior High School has designed activities to assist new teachers in attaining the initial requirements and skills for early success, monthly meetings are held to address topics as lesson plan development, instructional techniques, classroom management, critical thinking, record keeping, content area strategies, strategies for enhancing reading in the content area alternatives, traditional forms of assessments, PACES evaluation, and the Eight-Step Continuous Improvement Model among others. The Professional Growth Team and the administrator in charge of the Beginning Teacher Program at the school keep the Professional Growth Discussion Guide for future reference, feedback, and modification.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Miami Senior High School has a long history of collegial working relationships dating back to the time when the EESAC evolved from the School Based Management/Shared Decision Making model. The EESAC was consulted on budgetary matters throughout the 2005-2006 school year, committing money to items such as personnel, technology, library/media funding, and student incentives. The EESAC has had considerable input into the expenditure of FCAT enhancement funds. The Principal regularly provides the current financial reports (FR 05-08) to the EESAC Chair and the United Teachers of Dade Designated Steward. The EESAC has monitored all objectives in the current and former School Improvement Plans (SIP) including EESAC-approved staff development components. The current and former SIPs include acquisition of instructional materials approved by the EESAC. In enhancing the technological infrastructure at the school, the EESAC has been involved in the purchase of computers and software. Additionally, the EESAC has been regularly informed about and consulted on the plans to upgrade technology at Miami Senior High School. The EESAC has funded part-time teaching positions since the year 1999-2000, and has been consulted on maintaining this funding.

Matters of school safety and discipline have regularly been brought before the EESAC by members of various stakeholder groups. The EESAC consulted on the implications of Miami Senior High School's becoming a mandatory uniform school. The EESAC will be fully involved in other matters of resource allocation as they pertain to the SIP for 2006-2007 and the broader school budget. To aid in understanding data available to the school, the EESAC has been provided with test scores from other schools in the District and comparisons with other schools in the District, state, and nation.

• Extended Learning Opportunities

Miami Senior High School provides myriad of opportunities for student learning outside the traditional classroom environment. Among these programs are: after-school tutoring in numerous disciplines for both remedial and advanced classes; pull-out tutoring for Limited English Proficient students in Science and Mathematics; FCAT Saturdays for improvement in reading, mathematics, science, and writing; inclusion models, including co-teaching, in core classes for students in the Exceptional Education program.

• School Wide Improvement Model

Miami Senior High School is implementing the Eight-Step Continuous Improvement Model. This model is based on best practices, provides constant monitoring of performances, addresses the achievement gap between all sub-groups, and supports data-driven decision-making. Data has been collected to identify students with deficiencies in FCAT objectives and scheduling into Intensive Reading classes by weakest strand and Intensive Mathematics classes. A school wide time line which encompasses all tested benchmarks has been established. It incorporates the M-DCPS Testing Calendar and the Instructional Calendar which was developed at the beginning of the school year and aligned with the District developed Pacing Guides. Data attained from school site assessments and District interim assessments will be reviewed by the school's Literacy Team and discussed with students and staff to ensure reteaching of specific FCAT strands. The school is making sure that every student, regardless of his/her ethnicity, economic background, disability, language ability, or participation in a special program, has an opportunity to succeed. Data is constantly collected and analyzed to identify strategies that enhance student learning, and adjustments are made as necessary. Administrators and instructional leaders will continue monitoring classroom instruction and departmental meetings to make sure that the school wide process is successfully implemented.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading

Needs Assessment

Student test scores at Miami Senior High School reveal that our greatest weakness is in the area of reading. On every test, at every grade level, students' reading scores are below grade level. Combining the scores of ninth and tenth grade students shows that 28% met high standards in reading. A grade level analysis of the reading data derived from the 2006 FCAT reading scores reveals that approximately 25% of the ninth grade students and 21% of tenth grade students scored at FCAT Achievement Level 3 or above; therefore, 75 % of ninth graders and 79% of tenth graders are enrolled in Intensive Reading Classes. Students included Ninth and tenth grade students' performance on the individual benchmarks tested on the 2006 FCAT Reading Test are as follows: the ninth grade students had a mean score of 2 out of 4 possible points (50%) on the Words/Phrases cluster, 10 out of 20 possible points (50%) on the Main Idea/Author's Purpose cluster, 5 out of 10 possible points (50%) on the Comparisons cluster, and 6 out of 11 possible points (55%) on the Research/Reference cluster. The tenth grade students had a mean score of 3 out of 6 possible points (50%) on the Words/Phrases cluster, 10 out of 16 possible points (68%) on the Main Idea/Author's Purpose cluster, 6 out of 13 possible points (62%) on the Comparison cluster, and 9 out of 16 possible points (56%) on the Reference/Research cluster.

An analysis of the No Child Left Behind (NCLB) demonstrates that the subgroups who were most deficient in Reading and failed to make Adequate Yearly Progress are the Hispanics (22%), Economically Disadvantaged (23%), Students with Disabilities SWD (6%), and the Limited English Proficient students (No percent provided).

Considering these results, students' greatest need in the area of reading involves direct instruction in vocabulary

development via a schoolwide program that includes the following components: contextual analysis, teaching of vocabulary through word parts/etymology studies, utilization of Graphic Organizers and Charts, (such as the Concept of Definition Maps, Vocabulary Maps, the Frayer Model) Semantic Feature Analysis Word Elaboration, Sentence and Word Expansion, and Word Combining. A majority of our teachers have been trained in the use of these strategies, as a result of being Project CRISS trained and/or having attended vocabulary in-services during the 2005-06 school year. Provisions have been made to train new teachers in Project CRISS at the school site this school year. It is also important to note that teachers will be trained in October, 2006, on differentiating instructional practices in the reading classrooms, following the Just Read, Florida! K-12 Research-Based Comprehensive Reading Plan class framework.

The fact that students require assistance with their vocabulary development should not understate the importance of offering these students' direct instruction on the other tested benchmarks included in the FCAT Reading Test. This is determined by the ninth and tenth grade students' achievement on the other tested benchmarks that indicate that their overall performance on each of the separate content clusters/strands is below the (75%) proficiency level. As a result of this, our students also require direct instruction in reading comprehension skills, which includes, but is not limited to all of the tested benchmarks included in the FCAT Reading Test. Following the Just Read Florida! Comprehensive Reading Plan, a literacy leadership team will be formed (consisting of the Principal, administrators, the Reading Coach, other representatives across the content areas, a student, and a parent to assist with implementing the school-wide reading program during the 2006-07 school year).

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades nine and ten will improve their reading skills as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their reading skills, as evidenced by 51% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the "Reading Rocks" program during the first 10 minutes of every period, to total a minimum of 40 minutes of independent reading during the school day	Principal, Assistant Principals, All Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the software programs that address the students' individual educational needs. These are a) Steck-Vaughn Read On b) Accelerated Reader, c) Read 180	Principal, Assistant Principal for Curriculum, Intensive Reading Teachers, After-School Reading Tutors	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enroll 9th and 10th grade students who scored at FCAT Achievement Levels 1 or 2, along with 11th and 12th grade retakers in Intensive Reading classes.	Principal, Assistant Principal for Curriculum, Head Guidance Counselor Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide all Intensive Reading teachers with classroom libraries that contain structured independent learning activities that tie to the independent reading time.	Principal, Assistant Principal for Curriculum, All Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Assess benchmarks identified in the Instructional Focus Calendar every 4 weeks, in addition, to the interim assessments.	Principal, Assistant Principal for Curriculum, Reading Coach, All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Read 180 program in inclusion classrooms to improve Students With Disabilities (SWD) students' reading skills.	Principal, Assistant Principal for Curriculum, ESE Department Chair, ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide individualized research-based reading materials such as the Read XL Program and the SRA Corrective Reading Program. Provide classroom libraries to all students enrolled in different levels of Intensive Reading classes.	Principal, Assistant Principal for Curriculum, Reading Coach.	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align the Instructional Focus Calendar with the district developed Pacing Guide.	Principal, Assistant Principal for Curriculum, Reading Coach, Reading Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize research-based reading strategies in all of the Intensive Reading classes and Language Arts classes that include differentiated instruction, read alouds, think alouds, Project CRISS, Peer-Tutoring Program, and Testbusters Program.	Principal, Assistant Principal for Curriculum, Reading Coach, Intensive Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Voyager/Passport Intervention Program for LEP students in order to differentiate instruction (by ESOL levels) through the Developmental Language Arts classes.	Principal, Assistant Principal for Curriculum, ESOL Developmental Language Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide all teachers (school-wide) with an FCAT Reading benchmark instructional focus calendar to assist teachers in addressing the various tested FCAT reading benchmarks.	Principal, Assistant Principal for Curriculum, Reading Coach, All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize data instruction based on the various formative and summative assessments such as Maze, reading/writing portfolios, and common Reading Department FCAT-like midterms and final exams.	Principal, Assistant Principal for Curriculum, Reading Coach, Intensive Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Structure early morning, after-school and Saturday tutoring in reading, utilizing the Steck-Vaughn Read On program and the Critical Thinking software programs Reading Detective and Word Roots for all students placed in Intensive Reading classes. Provide	Principal, Assistant Principal for Curriculum; Morning, After-School and Saturday Reading Tutors	9/23/2006	5/30/2007	District-wide literacy plan	\$20000.00

test taking practice using FCAT Explorer and FCAT Simulation.					
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal, Assistant Principal for Curriculum, Department Chair, Reading Teachers	9/18/2006	5/30/2007	District Strategic Plan	\$15000.00
Support all SWD in inclusive settings with after-school and Saturday tutoring. Students in the inclusion model will receive additional support from facilitative teachers and in their Learning Strategies classes.	Principal, Assistant Principal for Curriculum, ESE Department Chair, ESE Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Intensive Reading teachers with professional development on research-based best practices in the delivery of literacy instruction.	Principal, Assistant Principal for Curriculum, Reading Coach	10/21/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide one-on-one/small group tutoring to all Limited English Proficient (LEP) students who require additional support in Reading and Language Arts through the Home Language Assistance Program (HLAP).	Principal, Assistant Principal for Curriculum, ESOL Home Language Assistance Teachers	9/4/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

The following research-based reading programs form the basis of our reading program. They are as follows: a) SRA Corrective Reading Program (reinforces phonics and phonemic awareness skills among students reading from 0-3.9 grade levels), b) Steck-Vaughn Read On program, c) Testbusters Peer-Tutoring program that follows the research-based peer-tutoring program based on PALS, which utilizes the Reciprocal Teaching strategy, and the pairing of students by reading levels. d) Core Reading Basal(s)-Scholastic XL, SRA Corrective Reading Program, and Source Books (pending order) e) Supplemental software programs Reading Detective (develops analysis, synthesis, and vocabulary skills, and is FCAT correlated) and Word Roots (teaches vocabulary through word parts/etymology).

Professional Development

All Intensive Reading teachers will participate in year-long professional development, consisting of various research-based best practices in literacy instruction that address the five reading components: a) Vocabulary, b) Comprehension, c) Fluency, d) Phonics, and e) Phonemic Awareness, as delineated in the Just Reads, Florida! Comprehensive Reading Plan.

Additional Professional Development for all Faculty and Staff:

Edusoft Training

Snapshot Training

Advanced Academic Placement Strategies

Project CRISS

ESOL/ESE Strategies

FCAT Explorer

Maze Training

Evaluation

The final evaluation for this objective will be measured by the 2007 FCAT Reading Test.

Data from common Reading Benchmark Mini-Assessments, district interim assessments, and common FCAT-like midterm and final examinations.

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 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 2 STATEMENT:

Mathematics

Needs Assessment

Combining the scores of ninth and tenth grade students shows that 56% met high standards in mathematics. Grade level analysis of the 2006 Florida Comprehensive Assessment Test (FCAT) mathematics score indicated that 45% of all ninth grade scored FCAT Achievement Level 3 or above. The analysis of the content clusters/strands revealed that ninth grade students had a mean score of 4 out of 8 possible points (50%) on Number Sense cluster, 2 out of 7 possible points (29%) on Measurement cluster, 4 out of 11 possible points (50%) on Geometry cluster, 5 out of 10 possible points (50%) on Algebraic Thinking cluster, and 3 out of 8 possible points (36%) on Data Analysis cluster. The students in the ninth grade require remediation in all benchmarks, but the greatest areas of need are in Geometry and Data Analysis.

Results of the 2006 FCAT Mathematics scores indicate that 69% of all tenth grade students scored FCAT Achievement Level 3 or above. The content clusters/strands analysis revealed that tenth grade students had a mean score of 5 out of 11 possible points (45%) on the Number Sense cluster, 3 out of 10 possible points (30%) on the Measurement cluster, 5 out of 14 possible points (36%) on the Geometry cluster, 5 out of 14 possible points (36%) on the Algebraic cluster, and 4 out of 11 possible points (36%) on the Data Analysis cluster. The tenth grade students require remediation in all benchmarks, but the greatest area of need is on Geometry, followed by Algebraic Thinking, Data Analysis, Measurement, and lastly in Number Sense.

Analysis of No Child Left Behind Act (NCLB) subgroups who were most deficient in Mathematics and failed to

make Adequate Yearly Progress are the Limited English Proficient(LEP) students at (41%)and Students With Disabilities(SWD) at (10%).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Limited English Proficiency (LEP) students in grades nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, Students with Disabilities (SWD) students in grade nine and ten will improve their mathematics skills as evidenced by 56% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Limited English proficient (LEP) students with home language assistance in mathematics by pullouts during mathematics classes. Teachers will also incorporate peer teaching.	Principal, Assistant Principal for Curriculum, ESOL Department Chair, and Home Language Assistance Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Advanced Placement Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Align the Instructional Focus calendar with the district developed Pacing Guides for Algebra I and Geometry classes.	Principal, Assistant Principal for Curriculum, Mathematics Department ChairMath Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Enroll 9th and 10th grade students who scored at FCAT Achievement Levels 1 or 2, along with 11th and 12th grade retakers in Intensive Math classes.	Principal, Assistant Principal for Curriculum and Guidance Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify high achieving Geometry students and schedule them for Algebra II Honors and Pre-Calculus in consecutive semester courses.	Principal, Assistant Principal for Curriculum Guidance Counselors, Math Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Administer district and departmental assessments of addressed benchmarks in Algebra I and Geometry for progress monitoring towards the benchmarks.	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Algebra I and Geometry Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize software programs to diagnose and monitor progress in Algebra I courses. (Riverdeep and Cognitive Tutor).	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Mathematics Teachers	8/14/2006	5/60/2007	Continuous Improvement Model	\$0.00
Provide Students With Disabilities (SWD) students in the inclusion model with additional support from facilitative teachers and in their Learning Strategies classes.	Principal, Assistant Principal for Curriculum, ESE Department Chair, Mathematics Department Chair, Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide students in grades eleven and twelve who have not passed the mathematics portion of the FCAT with Intensive Mathematics classes.	Principal, Assistant Principal for Curriculum and Guidance Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Algebra I and Geometry teachers with an FCAT benchmark instructional focus calendar aligned to the mathematics pacing guide to assist in addressing the various tested FCAT mathematics benchmarks.	Principal, Assistant Principal for Curriculum Mathematics Department Chair and Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide after school tutoring and Saturday FCAT tutoring for all ninth, tenth, and retakers students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chair, Mathematics Teachers	9/11/2006	5/30/2007	Continuous Improvement Model	\$10000.00

Research-Based Programs

The Mathematics Department utilizes the state-adopted series from Glencoe and McDougal Littell for Algebra I and Geometry. The department will implement Cognitive Tutor for Algebra I and Integrated Math for Intensive Math.

Supplemental Resources: Amsco Publication - Preparing for FCAT Mathematics and Test Tools.

Professional Development

Provide time for teachers to meet and discuss the pacing guide and curriculum maps for their respective subjects. Provide teachers training in Edusoft, Snapshot, and Cognitive Tutor.

Evaluation

The final evaluation for this objective will be measured by the 2007 FCAT Mathematics Test.

Data from departmental benchmark assessments, district interim assessments, and research based software (Cognitive Tutor).

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing

Needs Assessment

The scores of tenth grade students show that 83% met high standards in writing. A detailed analysis of the 2006 FCAT Writing Plus scores indicate that 74% percent of the students scored 3.5 and above in writing and 77% scored 3.5 in expository writing and 67% percent of students scored 3.5 and above in persuasive writing. The mean score for expository writing was 3.8, and the mean score for persuasive writing was 3.6; the combined mean score was 3.8.

Additionally, 84% of students scored 3.0 and above as determined by the No Child Left Behind (NCLB). In analyzing the overall data, an emphasis on persuasive prompt writing needs to take place.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by a 1% increase of students scoring a 4.0 or above on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require students in all content area classes to write one or more essay(s), prior to the FCAT, in addition to the mid-term and the final exams.	Principal, Assistant Principal for Curriculum, All Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide training for all teachers on FCAT writing style prompts and the use of the FCAT Six Point Writing Rubric to remediate the number of students whose scores are below 4.0.	Principal, Assistant Principal for Curriculum, All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Require two writing samples, one persuasive and one expository, per nine weeks in all ninth and tenth grade students' folders; to include persuasive and expository prompts (one of each) that demonstrate progress toward a score of at least 4.0 using the FCAT Six Point Writing Rubric.	Principal, Assistant Principal for Curriculum, Ninth and Tenth Grade Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with disabilities (SWD) in the inclusion model with additional support from facilitative teachers and in the Learning Strategies classes.	Principal, Assistant Principal for Curriculum, ESE Department Chair, ESE and Language Arts Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal, Assistant Principal for Curriculum, Advanced Placement English Teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Implement peer-tutoring strategies and an after school tutoring program to assist low performing students.	Principal, Assistant Principal for Curriculum, Language Arts and ESOL Teachers	10/2/2006	5/30/2007	District-wide literacy plan	\$5000.00
Provide Limited English Proficient (LEP) students identified by the district's Writing Pre -Test as having scored 3.0 and below with after-school tutoring to enhance their writing skills.	Principal, Assistant Principal for Curriculum, ESOL Department Chair, ESOL Teachers	10/3/2006	3/1/2007	District-wide literacy plan	\$5000.00
Provide staff development opportunities for	Principal,	10/19/2006	5/30/2007	Continuous	\$0.00

tenth grade Language Arts teachers that will demonstrate creative ways to teach voice, word choice, sentence fluency, and sentence variety.	Assistant Principal for Curriculum, Language Arts Department Chair, Language Arts tenth grade Teachers, Language Arts teachers		Improvement Model	
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Research-Based Programs

Resources:

Prentice Hall Literature (Grades 9-12)

Prentice Hall Grammar and Communication (Grades 9-12)

Professional Development

Inclusion Strategies/Technology

Writing Rubric Strategies

Advanced Academic Strategies

Project CRISS

Six Traits of Writing

Vocabulary Development

Snapshot

Evaluation

The final evaluation for this objective will be measured by the 2007 FCAT Writing + Test.

The following evaluative tools will be used to monitor the progress of students:

District Interim Assessments

Pre/Post and Practice FCAT Writes Test

Student Writing Folders

2007 AYP School Report

In-House Writing Projects

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Science

Needs Assessment

An analysis of the data indicates that 19% of the 11th grade students scored an FCAT Achievement Level 3 or above on the 2006 FCAT Science Test. Further analysis of the results indicates that the mean points earned by content clusters/strands for Physical/Chemical was 5 out of 13 possible points (38%), Earth/Space was 5 out of 11 possible points (45%), Life/Environmental was 6 out of 15 possible points (40%), and Scientific Thinking was 6 out of 12 possible points (50%). All content clusters/strands are below the 75% proficiency level; therefore intervention strategies will be utilized for all clusters.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 11 will improve their science skills as evidenced by 44% of students scoring at FCAT Achievement Level 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct at least four hands-on activities every nine weeks that emphasize the annually assessed benchmarks.	Principal, Assistant Principal for Curriculum, Science Department Chair, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all science teachers with an electronic subscription to a science magazine.	Principal, Assistant Principal for Curriculum, Science Department Chair, Science Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Students With Disabilities (SWD) students with after school tutoring in science two times per week. Students in the inclusion model will receive additional support from facilitative teachers and in their Learning Strategies classes.	Principal, Assistant Principal for Curriculum, ESE and Science Department Chair, Science Teachers and ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Incorporate mini-post test questions into unit tests in Earth/Space Science and Biology classes to monitor student progress in FCAT tested benchmarks.	Principal, Assistant Principal for Curriculum, Science Department Chair, Biology and Earth Space Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Project CRISS strategies on assigned science related articles.	Principal, Assistant Principal for Curriculum, Science Teachers, Science Department Chair.	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align the Instructional Focus Calendar with the district developed Pacing Guides.	Principal, Assistant Principal for Curriculum, Science Department Chair, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of students scoring 4 and 5 on the Advanced Placement exams by providing various tutoring opportunities and practice exams.	Principal, Assistant Principal for Curriculum, Advanced Placement Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Provide an in-house pre and post test, and quarterly assessments to 11th graders to monitor students' progress on the FCAT	Principal, Assistant Principal for Curriculum, Science Department Chair, Science	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

tested benchmarks.	Teachers.				
Facilitate LEP students with "Home-Language" tutoring by scheduled pullouts during science classes. Teachers will also incorporate peer teaching strategies.	Principal, Assistant Principal for Curriculum, ESOL and Science Department Chairs, Science Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all teachers with an FCAT science benchmark Instructional Focus calendar to assist in addressing the tested FCAT science benchmarks.	Principal, Assistant Principal for Curriculum, Science Department Chair, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide a variety of instructional strategies to address Limited English Proficient(LEP)students' learning and language differences.	Principal, Assistant Principal for Curriculum, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide after school tutoring and Saturday tutoring to ensure that low achieving students will increase their scores on the FCAT Science Test.	Principal, Assistant Principal for Curriculum, Science Department Chair, Science Teachers	9/11/2006	5/30/2007	Continuous Improvement Model	\$10000.00

Research-Based Programs

The Science Department will use the following state adopted textbooks:

Glencoe

Earth Space: Geology, the Environment and the Universe (Earth Space Regular)

Glencoe Physical Science with Earth Science (Physical Science)

Chemistry: Matter and Change (Chemistry Regular)

Holt, Rinehart & Winston

Florida Holt Earth Science, 2006 Edition (Earth Space Honors)

Modern Chemistry, 2006 Edition (Chemistry Honors)

Holt Physics, 2006 Edition (Physics Regular)

Prentice Hall

Prentice Hall Biology, Florida edition (Biology Regular)

Biology: Exploring Life, Florida edition (Biology Honors)

Physics (Walker) (Physics Honors)

Fundamentals of Anatomy and Physiology (Anatomy & Physiology Honors)

Current Publishing

Life on an Ocean Planet (Marine Science)

Software program: ExploreLearning

Professional Development

Edusoft Training

Snapshot Training

Advanced Academic Placement Strategies

Project CRISS

ESOL/ESE Strategies

ExploreLearning

Evaluation

The final evaluation for this objective will be measured by the 2007 FCAT Science Test.

Data provided from an in-house administered pre and post test, and quarterly assessments will determine the strength and weaknesses of students on the benchmarks.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parental Involvement.

Needs Assessment

Results from the 2005 – 2006 School Climate Survey indicated that 55% of the faculty and staff agreed that their ability to do their best with the students is limited by the lack of concern/support from parents. In addition, the survey indicated the following:

Most of the parents are of Hispanic origin and have difficulty with the English language. They also need assistance in interpreting district, state, and/or federal educational requirements;

Parents work long hours which limits their ability to participate in their children's education; they feel there is a need to increase the number of parent-counselor conferences to monitor their child's education.

Most parents need the assistance of the older children to help with the younger siblings after school or to maintain after school jobs. There is a need to provide services through the Adult Education Program, and provide various avenues of communication to assist the monitoring of student progress.

These particular challenges facing a largely-immigrant community must be addressed to ensure continuing academic improvement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parent-teacher-counselor contact hours, enhanced enrollment in the MHS Adult Education Program, home visitations, and verbal/written communication as demonstrated through enhanced strategies and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent workshops to assist parents with skills needed for employment, immigration problems, and social and health care issues.	Principal, Assistant Principal, Title I Parent Access Center, CIS Social Worker	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage and assist parents with limited English proficiency to enroll in the MSHS Adult Education ESOL program.	Principal, Assistant Principals, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with an annual newsletter identifying dates for the following: FCAT testing, college board testing, FCAT tutoring, academic tutoring dates and times, as well as interim progress and report card dates, graduation and promotion requirements.	Principal, Assistant Principals, Student Services Department Parent resource Center, CIS Social Worker CAP Advisor Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with FCAT website links to assist with home learning.	Principal, Assistant Principal, Title I Parent Access Center, CIS	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with an electronic marquee which provides notification of activities and events in Spanish and English.	Principal, Assistant Principals	08/14/2007	5/30/2007	District Strategic Plan	\$0.00
Schedule parent teacher conferences through the Parent Resource Center to monitor parental involvement. Conference Logs will be kept for progress monitoring.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct monthly home visits to support parents of truant and failing students.	Principal, Parent Resource Center, CIS	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent workshops on the use of the Grade book Viewer and FCAT strategies to improve academic achievement.	Principal, Assistant Principal, Title I Parent Access Center, CIS Social Worker CAP Advisor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Contact parents via phone (Connect-ED) and written communication to address students'	Principal, Assistant Principals,	08/14/2006	5/30/2007	District-wide literacy plan	\$0.00

attendance problems.	Administrative Assistant Parent Access Center, CIS				
Monitor Student Services strategies to assist students with academiic acheivement, psychological balance and emotional stability.	Principal, Assistant Principals, Guidance Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Standards for Parents and Family Involvement Programs.

Professional Development

Title I sponsored workshops related to cultivating parental involvement will be provided by Title I school site personnel.

Evaluation

Parental involvement evaluations will be assessed for all of the following: Parent-Teacher-Counselor logs, Community Involvement Specialist records and logs, Educational Excellence School Advisory Council (EESAC) attendance logs, workshop attendance rosters, Parent Resource Center Website, MSHS Adult Education attendance and Parent Grade Book Viewer Counter.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Discipline & Safety

Needs Assessment

A review of the 2005-2006 School Safety and Discipline data was conducted. The data indicated that 256 students served outdoor suspensions and 746 students served indoor suspensions. Although 17% of teachers and students agreed (Climate Survey) that violence is a problem, 81% of the students and 87% of the staff feel safe and secure at Miami Senior High School. Continuing efforts will be made to reduce the number of outdoor suspensions and provide a safe learning environment for students and staff.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to 256 outdoor suspensions during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review the Student Code of Conduct to all students via homerooms.	Principal, Assistant Principals, Administrators All Teachers Security Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to participate in Peer Mediation, Group Counseling, and Individual Counseling. In-School suspension and Saturday School will also be provided as an alternative to Outdoor Suspension.	Principal, Assistant Principals, All Teachers Guidance Counselors Trust Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage parents to attend classes offered through the district's newly developed Parent Academy or the school's Parent Resource Center to provide assistance in monitoring their child's educational progress.	Principal, Assistant Principals, All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Educate students on the importance of maintaining a safe learning environment through orientations and guest speakers from local law enforcement groups.	Principal, Assistant Principals, All Teachers Guidance Counselors Trust Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

NOT APPLICABLE

Professional Development

Student Code of Conduct - All staff and Students

Evaluation

Utilization of district suspensions reports will be analyzed on a quarterly basis to monitor the number of outdoor suspensions. Additionally, student records will be monitored to ensure they are accurate and referrals have been entered into the ISIS Mainframe Terminal System correctly.

The results of the School Climate Surveys and the end of the year incident report, (SESIR system) will be utilized for comparison purposes.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

Miami Senior High School has a high availability of technological resources, and excellent access to web-based applications. Efforts continue to deliver technologically-assisted instruction in more effective ways. There is a need to spread the impact of current technology to the larger school community. During the 2005-2006, 60% of the school departments developed departmental web-based applications. There is a need to continue our efforts to increase the amount of departments web-pages and to increase the number of departmental web pages.

Measurable Objective

Given attention to the need to utilize 21st century technology and communications media in the Miami Senior High School community, 75% of school departments will develop school-hosted web pages as compared to 60% during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to utilize the school template, in conjunction with Web Design teachers and students, to allow each department and individual teachers to create school-hosted web pages.	Principal, Assistant Principal for Technology, Web Design Teachers, All Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to compile baseline data on the current Miami Senior High School web presence so that appropriate years may be compared.	Principal, Assistant Principal for Technology, Department Chairs, Computer Specialists, All Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to explore the possibility of posting student and faculty work, educationally sound links, and other items to department and teacher web pages.	Principal, Assistant Principal for Technology, Department Chairs, Computer Specialists, All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Provide teachers with the skills and knowledge necessary to integrate technology into the curriculum as a tool for learning. Access will be provided to web-authoring software and other tools which will be needed to complete the objective.

Instructional technology workshops will be provided on Web Design as needed by teachers and staff.

Atomic Learning

Evaluation

Provide an ongoing reporting process to ensure that appropriate monitoring is taking place on the creation of the departmental and teacher web pages. Current web presence by school departments will be compared to that existing at the end of the 2006-2007 school year demonstrating an increase of 15%.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

Results of the Physical Fitness Test Summary indicates that of 1,308 students tested, 179 received the gold award and 594 received the silver award. Ninety-six percent of the students were tested and 61% received the FITNESSGRAM award. Students are not generally aware of the need to form healthful choices in their lifestyle, especially in regard to physical activity. Many students emphasize sedentary behaviors and poor nutritional choices in their lifestyles, which are major contributors to childhood and adult obesity. Therefore, there is a need to increase the overall awareness of good nutrition and physical fitness among all students.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will increase their physical abilities as evidenced by a 5 percentage point increase in the number of students who pass the FITNESSGRAM test in the spring of 2007 FITNESSGRAM administration as compared to the spring of 2006 FITNESSGRAM administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Emphasize skills required to pass the six-part FITNESSGRAM test by teachers of personal fitness, weight training, and team sports.	Principal, Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Emphasize calisthenics and strength training in all physical education classes.	Principal, Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct meetings regularly to discuss the overall program, provide for student needs, and ensure continuity in instruction across grade levels.	Principal, Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide instruction on proper nutrition in all Health and Physical Education classes.	Principal, Assistant Principal for Curriculum, Physical Education Department Chair, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not applicable

Professional Development

In-house professional development will be provided for all Physical Education teachers responsible for preparing students for the FITNESSGRAM test.

Evaluation

The percentage of students passing the FITNESSGRAM test in the spring of 2007 will be compared to the percentage who passed in the spring of 2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Electives & Special Areas

Needs Assessment

There is a necessity to offer students a balanced series of course offerings going beyond the traditional academic subjects. Many of these courses may be linked to careers and occupations to an even greater degree than the academic subjects, and thus form integral parts of students' ongoing needs in the workplace and in post graduate education. This objective is intended to support the career-themed academies and courses of study as envisioned in the Secondary School Reform initiative. Participating in adjudicated events during the 2005-2006 was approximately 20%, therefore there is a necessity to increase participation.

Measurable Objective

Given instruction in the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in elective courses will increase their participation in Board-approved adjudicated events by 10% in the 2006-2007 academic year above the levels in the 2005-2006 year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage maximum involvement of students in professionally adjudicated high level authentic assessments in their disciplines.	Principal, Assistant Principals,, Elective Teachers, All Elective Department Chairs	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer selected classroom assessments as formative assessments of progress toward mastery levels in the adjudicated events.	Principal, Assistant Principal for Curriculum, Elective Teachers	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to collect baseline data on the level of student involvement in professionally adjudicated high level authentic assessments for 2006-2007 school year.	Principal, Assistant Principals, Elective Teachers	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collect ongoing data reported to department chairs on a monthly basis in the 2006-2007 school year.	Principal, Assistant Principal for Curriculum, Elective Teachers, All Elective Department Chairs	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all students with rubrics, content requirements and other standards created by professional organizations in their disciplines.	Principal, Assistant Principal for Curriculum, Elective Teachers	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not applicable

Professional Development

Teachers' professional development plans make reference to training opportunities provided by the professional organizations which conduct the referenced adjudicated events. These include training such as that provided by the Florida Vocal Association, Future Business Leaders of America, and others. Additional training opportunities will be provided by the Division of Life Skills.

Evaluation

The number of students participating in the referenced events in 2006-2007 will be compared to the 2005-2006 school year. Teachers will forward data to a central collection point throughout the 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 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 10 STATEMENT:

Return on Investment.

Needs Assessment

District and state strategic goals require increased attention to the effective expenditure of funds allotted to the school. The state Return on Investment (ROI) index compares total school expenditures to student achievement, but ROI indices lag achievement data by a year or more, so this objective will target student achievement directly.

Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving proficiency levels in reading and mathematics (FCAT Achievement Level 3 or above) will increase in the 2007 FCAT administration as compared to the proficiency levels achieved in 2006 FCAT administration of the Reading and Mathematics Tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor formative assessments found in other sections of the SIP to determine the efficacy of programs funded in raising student achievement levels.	Principal, Assistant Principals, UTD Designated Steward, EESAC Chair	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Acquire information about the use of financial resources in relation to school programs.	Principal, Assitant Principals, UTD Designated Steward, EESAC Chair	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal, Assitant Princiapls UTD Designated Steward, EESAC Chair	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor expenditure of school funds to ensure that those expended will aid in raising student achievement and the achievement of goals in the SIP.	Principal, Assistant Principals, UTD Designated Steward, EESAC Chair	08/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Research-based programs such as Read 180, Cognitive Tutor, and others are incorporated in other portions of the SIP dealing with specific academic areas.

Professional Development

Budget Training

Evaluation

Results from the 2007 FCAT administration of the FCAT will be compared to the 2006 administration. ROI scores over all available years will be compared.

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:

Graduation

Needs Assessment

The School Profile indicates that the total dropout rate was 3.0% and 20.8% were not promoted. There is need to increase percentage of students receiving a standard diploma within a four year period. Dropout rate as a function of grade level, as well as retention by grade level are being compiled.

Measurable Objective

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2007 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Discover, software program, in grades nine through twelve to create e-portfolios and choose career pathways.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/14/2006	5/30/2007	School-to-Career	\$0.00
Monitor attendance every nine weeks through the school's attendance plan to reduce the number of unexcused absences.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize project-based, authentic assessments and real world experiences with all ninth grade students to monitor student progress.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/14/2005	5/30/2007	Continuous Improvement Model	\$0.00
Revise and monitor the implementation of interdisciplinary curriculum maps and interdisciplinary thematic units.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to offer a variety of courses through the Miami Senior Adult Center to increase student grade point average and graduation rate.	Principal, Assistant Principal for Curriculum, Guidance Counselor, Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement disciplinary plan and referral procedures for ninth grade students established during the 2005-2006 school year; abiding by M-DCPS guidelines to minimize the number referrals.	Principal, Assistant Principals, Lead Teacher Academy Leaders	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Tools for Success, Transition Foundation Course, for all ninth grades, which focuses on educational achievement, social development, and career pathways.	Principal Assistant Principals, Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Require all students (grades 9-12) to meet all state and local requirements for graduation.	Principal Assistant Principals, Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an after school ESOL Leadership	Principal, Assistant Principal for	8/14/2006	5/30/2007	District Strategic	\$0.00

Program through the Miami Senior Adult Educational Center, facilitating the cultural assimilation of newly arrived Limited English Proficient (LEP) ESOL Levels 1-3 students in order to reduce the dropout rate of ESOL students.	Curriculum, Guidance Department Chair, ESOL Department Chair			Plan	
Continue to implement small learning communities for ninth grade students as required by the (SLC Grant). The communities will be comprised of 3 teams with one Lead Teacher, 3 Academy Leaders, 27 core subject area teachers, 3 counselors, a career specialist, and a cohort of approximately 900 students.	Principal Assistant Principal, APC Lead Teacher Academy Leaders Guidance Counselors Career Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Continue to provide professional development communities where teachers have the opportunity to work collaboratively to improve their skills and curriculum.	Principal, Assistant Principals, Lead Teacher Academy Leaders All Learning Community Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$20000.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The graduation rate (drop-out and students not promoted) will be compared from 2005-2006 to determine the percentage increase in the graduation rate in 2006-2007 by utilizing district reports and NCLB AYP report.

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 budgetary options to the Principal throughout the year. In the 2005-2006 school year the EESAC committed money to items such as personnel, professional development, and advanced academic tutoring. The EESAC has had considerable input into the expenditure of FCAT enhancement funds. The Principal regularly provides the current financial reports to the EESAC Chair and the UTD Designated Steward. It is hoped that a sub-committee of the EESAC can be created to track budgetary matters more closely, particularly in view of the focus on Return on Investment (ROI).

Training:

The EESAC recommends professional development initiatives; particularly as it regards the strategies in the SIP.

Instructional Materials:

The EESAC recommends expenditures particularly as it regards materials required to implement the SIP.

Technology:

The EESAC recommends strategies for the SIP which utilize technology. Additionally, the EESAC has provided considerable funds for technology enhancement in the school year 2005-2006.

Staffing:

The EESAC recommends the funding of part-time teaching positions and other part-time personnel as needed, subject to budgetary constraints inherent in EESAC funding.

Student Support Services:

The EESAC recommends items to the Principal and the Guidance Department, which make achievement of EESAC goals more attainable; especially in matters such as the class assignment of students by academic achievement level.

Other Matters of Resource Allocation:

The EESAC recommends items to the Principal allowing it to be fully involved in other matters of resource allocation especially as they pertain to the SIP for 2006-2007 and the broader school budget. Members of the EESAC have regularly been provided with timely copies of the school budget reports.

Benchmarking:

The EESAC recommends methods of comparing academic efforts at Miami Senior High School to those of other similar schools as well as other schools in the District, State, and Nation.

School Safety & Discipline:

The EESAC recommends actions to the Principal concerning matters of school safety and discipline. The SIP for 2006-2007 contains an objective in this particular area.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$35,000.00
Goal 2: Mathematics	\$20,000.00
Goal 3: Writing	\$20,000.00
Goal 4: Science	\$20,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$20,000.00
Total:	\$115,000.00

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