
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7511 - Miami Springs Senior High School

FeederPattern: Miami Springs Senior

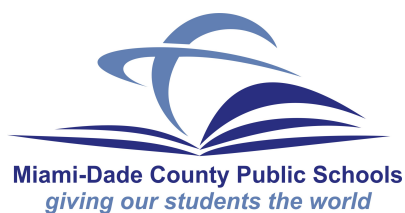
Region: Regional Center III

District: 13 - Miami-Dade

Principal: Rafael Villalobos

*Adult/Vocational
Principal:* Zanith Toomes

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Springs Senior High School

Miami Springs Senior High School offers a highly qualified staff and a curriculum which provides an environment of high expectations and a strong work ethic leading to achievement and success for all students. The principal and his administrative staff lead the way with a focused mission and vision of student achievement where "Opportunity Knocks for the Golden Hawks."

Miami Springs Senior High School Community School is located at 751 Dove Avenue, Miami Springs, Florida 33166. The campus consists of a main two story building, a connected two story science wing, 26 portable classrooms, an 800 seat auditorium, an 1800 seat gymnasium, a full service Media Center, and a 420 seat cafeteria. Outdoor facilities include a field that is used for football, softball, baseball and soccer. In addition, there are basketball courts and a driver's education range.

Currently, there are 3,401 students attending Miami Springs Sr. High School in grades nine through twelfth. In addition to servicing ninth through twelfth grade students, there is also an extensive community and adult education program offered during the evening. There are 857 students in grade nine, a total of 874 students in grade ten, a total of 954 students in grade eleven and 716 students in grade twelve. Of the total population, 1661 are male and 1740 are female.

Miami Springs Senior High School's academic program follows the Sunshine State Standards. The reading and the mathematics department are implementing Instructional Focus Calendars which allow teachers to teach benchmarks, stream-line curriculum and assess on a weekly basis. Teachers review the data results, make the necessary adjustments and re-teach based on the data results. The Writing/Reading Action Plan (WRAP) is a school-wide writing element focusing on writing strategies writing and grammar to enhance writing. These writing strategies include the bi-weekly practice of all components listed on the scoring rubric of the FCAT Writing+.

Miami Springs Senior High School offers a variety of special programs to address a variety of student needs. One such program is our Academy of Hospitality and Tourism program for students interested in hospitality or tourism careers. The Academy of Hospitality and Tourism is a collaborative effort with the National Academy Foundation and the travel and tourism industry. The goal of the academy is to utilize travel and tourism to capture and develop students' interests in the world around them by providing educational programs enriched with innovative teaching strategies, as well as providing opportunities for students to explore careers in hospitality and tourism. Students are recruited from the north end of Miami-Dade County so the academy serves to better integrate our student population. Another program, "Hawk Academy" assists students who have academic difficulty in the regular high school setting. Computer-assisted and small group instruction is provided by the Ombudsman corporation contracted by Miami-Dade County Public Schools. Selected students spend a school year attending classes at "Hawk Academy." They are evaluated to determine their progress and the feasibility of returning to the regular high school setting.

In addition, our school was awarded a Small Learning Community Grant from the Federal Department of Education. This funding allows for the implementation of an Academy model at the school. This school year, 2006-2007, 300 of our ninth grade students are in the team model. These students share common core teachers in Mathematics, Language Arts and World History. The teachers meet bi-weekly to plan and collaborate. The teachers have

discussions on student's progress in order to promote student achievement and a positive experience as they enter high school.

Miami Springs Senior High School offers a variety of activities involving students in athletics and school clubs. These co-curricular activities allow students the opportunity to develop social skills. The school's athletic program includes over 29 teams including junior varsity and varsity levels. These teams participate in district, regional and state competitions. Overall, the athletic program at MSSH placed 7th of all high school athletic programs in the county of Miami-Dade. The female athletic program ranks 3rd in the county and 19th in the state of Florida. During the 2005-2006 school year, MSSH won two district titles, girls volleyball and girls soccer. The girls volleyball and softball teams competed at the regional level and the girls soccer team competed at the regional finals. In individual athletic events, the school had one bowler and one wrestler representation at the State level. In addition to the winners, our student athletes were awarded eleven scholarships for college such as Wayne State, St. Thomas University, Barry University, East Carolina, Florida International University and University of Central Florida.

The school has a total of 67 clubs in the activities program with a variety of honor societies, service and interest clubs to accommodate every possible interest. In addition, we have an extremely strong math organization, MU ALPHA THETA. Students in this math club compete at all mathematical levels and were National winners in the 2005-2006 school year. Our French Honor Society also competed at the State level receiving 2nd place in District and were successful in their competitive events.

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

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

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades nine and ten will improve their reading skills as evidenced by 51% scoring at a Level 3 or higher 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% scoring at a Level 3 or higher 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 by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 56% of students achieving a Level 3 or higher the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing PTSA membership during 2006-2007 and 2005-2006.

Given an emphasis on discipline and student achievement, student suspensions will decrease as evidenced by a one percent decrease in the number of referrals to indoor/outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by one percent monthly during the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through twelve will improve their running skills as evidenced by 20% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM test as compared to 17% during the 2005-2006 school year.

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by 10% during 2006-2007 school year as compared to the 2005-2006 school year.

Miami Springs Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication by 1% from the 90th percentile in 2004-2005 on the next publication of the index.

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a one percent increase in the graduation rate during the 2006-2007 school year as compared to the 2005-2006 school year.

One of the areas for improvement at Miami Springs Senior High School is to increase the involvement of stakeholders in the strategic planning of the school. This section of strategic planning received a score of 4.1, an increase of .3 points. Therefore, during the school year, the plan of the school will be to continue to involve instructional leaders in the decision making process that will affect their departments and teachers. These decisions will include discussions and feedback regarding teacher assignments, purchase of books and materials, and development of curriculum for the 2007-2008 school year. We will also begin to incorporate more stakeholders in the Small Learning Community process, including ESSAC members.

In addition, according to the survey, the faculty felt comfortable with the overall functioning of the organization with a average score of 4.2, an increase of .3 points. Overall, the entire section was quite high with an average of 4.0. The principal has already presented the faculty with the cost of the temporary instruction for the 2005-2006 school year. He has also shared this with the EESAC committee. In addition, he has kept the Administrative Team abreast of FTE, hourly and overtime accounts.

It is important that the faculty and staff feel empowered in the decision making process, and they buy-in to the development of curriculum decisions that will positively affect student achievement. Just as important, the faculty needs to understand the finances and the expenditures with the educational process.

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 Springs Senior High School

VISION

The vision of Miami Springs Senior High School is to create a motivating and engaging learning environment that promotes a sense of community and reflects integrity, fairness and respect. Our school seeks to provide an environment of critical and creative thinking, reflective learning and problem solving through a multi-disciplinary approach. We encourage an awareness of social issues and global responsibility throughout the curriculum. The Principal and his administrative staff lead the way with a focused mission and vision of student achievement where "Opportunity Knocks for the Golden Hawk."

MISSION

The mission of Miami Springs Senior High School is to create a school community that reflects integrity, respect and fairness by providing motivation and engaging learning environment. Our mission is to develop students who think critically and creatively, reflect on their learning, use multi-disciplinary approaches to solve problems, and use research skills effectively. We will develop students who are socially aware and globally responsible. We will develop motivated students who put forth maximum effort. We will develop an administrative staff that limits class size, addresses student concerns and administers discipline in a fair and consistent manner. We will have actively involved parents. Each stakeholder plays a vital role in the success of Miami Springs Senior High School. Our school principal will lead by example to ensure that our school will meet or exceed all the performance goals to enhance our vision for the future.

CORE VALUES

Academics

Miami Springs Senior High School aspires to provide the best possible academic, technological and extra-curricular experiences to our students and the surrounding community.

Equity

The faculty and staff of Miami Springs Senior High School will meet the educational needs of all our students with the goal of assisting students in becoming productive, contributing citizens for success in a technologically changing world.

Integrity

Miami Springs Senior High School believes in supporting the following as the motivation for all endeavors undertaken by the school; we are dedicated to providing a place that ensures a safe learning environment and a quality education, a place where all individuals can strive for and reach their desired goals, and a place that nurtures the development of strong values, good citizenship, and community involvement.

School Demographics

Miami Springs Senior High School was established in 1964 on 23.73 acres of land located in the north central area of Miami-Dade County in the center of the City of Miami Springs. The community is made up of single family homes and apartment buildings. The ethnicity of most of the Miami Springs community is White and of middle class income levels. The majority of the community of Miami Springs is made up of retirees and older adults whose children have already reached maturity, so they do not attend the high school.

The ethnic backgrounds are as follows: 2842 Hispanic students, 350 African-American students, 240 White students, 14 Asian students, two Indian students, nine multi-ethnic students. However, the student population comes from different communities residing in the cities of Miami Springs, Doral, Hialeah and Seminola. Our school has a mandatory student uniform policy. This has been beneficial in easily identifying our students and promoting appropriate behavior.

Miami Springs Senior High employs 213 full-time staff and faculty. There are six administrators: one principal, four assistant principals and one administrative assistant. Specifically, there are 119 general education teachers, nine ESOL teachers, 17 ESE teachers, eight counselors, one TRUST counselor, one CAP advisor, one Athletic Director, one Activities Director, one Media Specialist, one AV Specialist, one Technology Coordinator, one Lead Teacher for the Academy of Hospitality and Tourism, one Testing Chairperson, two SCSJ teachers, one Cafeteria Manager, nine paraprofessionals, eight part-time clerical workers, 11 security monitors and three part-time security monitors, 11 clerical personnel, 11 cafeteria workers, one Head Custodian, and nine full-time custodians and four part-time custodians.

Miami Springs Senior High School has received several recognitions. Miami Springs Senior High School maintained and increased by one point the school grade of "B" for the 2005-2006 school year, the athletic program was awarded seventh place among high school athletic programs in Miami-Dade County Public Schools.

Miami Springs Senior High School is proud of the accomplishments of the school and of the great diversity within it. Miami Springs Senior High School also recognizes the importance of career planning in the total development and maturity of the student. This is the reason why the school has taken a special interest in the continued development and building of the Academy of Hospitality and Tourism. The commitment of the school is to allow students to experience and research career opportunities in the area of tourism and hospitality, especially in our community, which allows for such variety in the this field of work.

Many of the students apply for entrance to the Academy from our feeder schools, Miami Springs Middle School and Henry H. Filer Middle School. The Lead Teacher for the Academy will also recruit from Charles Drew Middle School, Ruben Dario Middle School, Kinloch Park Middle School and other middle schools outside of the Miami Springs community. This allows for strong diversity of students enrolled in the Academy of Hospitality and Travel.

The philosophy of career development continues with the construction of additional career academies. This will allow students the opportunity to experience and study areas of business which might interest them as potential careers. We have instituted during the 2006-2007 school year, the Academy of Health and Wellness. This academy has three strands emphasizing Medical Technician, Personal Training and Athletic Training. The plan is to continue this road to career success by the addition of a Visual Arts and possible Engineering Academy.

School Foundation

Leadership:

An analysis of the data on our Organizational Performance Improvement Snapshot of 2006 shows an average score of 4.4 in our leadership category, and increase of .3 points. An analysis of the individual items show an increase in all areas, specifically with item 1g "My work location asks me what I think" with an increase of .4 points. This is especially important because MSSH has been implementing many initiatives both District and school-wide and this shows the empowerment of teachers. Comparison of the areas demonstrates that the faculty and staff of Miami Springs Senior High School are aware of the school's mission. The goals for the organization are clear and communicated well to the faculty. Overall, the faculty and staff are satisfied with their school and with the work that they do. The faculty feels that the students, parents and community are also satisfied with the progress that Miami Springs Senior High School has made.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot of the 2006 school year shows that the category of strategic planning received a score of 4.1 in comparison to 3.8 in 2005. Teachers are confident with data analysis and the work that they are involved in, the faculty does feel more comfortable with the level of involvement they have in decision making. Item 2a specifically had an increase of .4 points, "As it plans for the future, my work location asks for my ideas." This is important because the school is moving towards SLC's and academies and we need the support of the faculty.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot of the school year 2006 shows that the category of customer satisfaction received the high rating of 4.4. Overall, the faculty and staff of Miami Springs Senior High School are satisfied with the relationship between the customer and the themselves. The staff understands the needs of the customer, the importance of maintaining conversations with the customer and the staff monitors the effectiveness of their work.

In this particular item, the teacher in conversation with the administration felt that the student is truly not a customer or product. Their concern was that the word "product" is not the proper terminology to use in describing our students, there is a loss of humanity and that children are not products and parents are not customers. However, after explaining the reasoning behind the survey, they were apted to accepting this terminology. Teachers feel very strongly about the word customer, customer does not reflect the student as an individual, but as an item for sale.

Faculty & Staff:

Teacher Mentoring Programs: Miami Springs Senior High School provides mentoring for beginning teachers through a school based initiative called the Beginning Teacher Mentoring Program. The program is overseen by an assistant principal and the school's test chairperson. All beginning teachers are required to meet bi-monthly for training and in-service workshops. Topics covered include lesson planning, classroom management, research-based reading strategies, compliance with school and district policies and Professional Assessment and Comprehensive Evaluation System (PACES) observations. Beginning teachers also take part in the PACES Professional Growth Process. The Professional Growth Process provides teachers with comprehensive information which they can

include in the annual Professional Development Plan (PDP) required by Florida State statute to enhance student achievement. The Professional Growth Process Team (PGT) is composed of one Colleague Teacher selected by the teacher, a second Colleague Teacher selected by the principal and an optional third Colleague Teacher by mutual agreement of the teacher and principal. The PGT works through both observations and provides feedback to support professional growth for the beginning teachers. In addition, all beginning teachers are assigned a “buddy” from the same department to serve as a role model and as a resource.

This year, since the District is moving towards the IPEG system, the beginning teachers will be receiving additional assistance not only from the mentors they are paired up with, but also from their Instructional Leaders.

Miami Springs Senior High School is committed to mentoring on a school-wide basis through the Peer Observation Program. Teachers are encouraged to observe other teachers and provide positive feedback about the observation. The peer observation and feedback promotes a professional learning community focusing on collegial relationships, professional dialogue and improvement in instruction. As the results of the school survey show, this promotes the opportunity for teachers to share best practices, have curriculum conversations and be aware of the expectations of the organization. The organizational survey for the school year of 2006 shows that the average score for this category is 4.3 This proves that this process is successful in the development of learning communities within our building.

In specific, item 5d had an increase of .4 points indicating the importance of teachers feeling appreciated and recognized for the work they do.

Data/Information/Knowledge Management:

Miami Springs Senior High School faculty is familiar with data analysis and the monitoring of such data to make adjustments in the lessons that will allow students to better understand and achieve academic success. This is evident with the average score of 4.4 on the survey for the 2006 school year, an increase of .3 points. In addition, data is reviewed to determine goals for the school and the implementation of strategies to accomplish the goals.

The increase of .3 is consistent with the increase in data analysis at the school. No longer is data just reviewed in mathematics, but reading, science, and writing, as well as, social studies and all other areas of study will be reviewing data in order to assist with student achievement.

The Miami Springs Senior High School intensive math classes have student monitoring assessments weekly. This assessment data is compiled by our data specialist and on Monday morning the teachers in the department review the data. At this time, adjustments are made to the focus calendar for the week. Intensive reading classes assess their students' bi-weekly and review the data also to make additional modifications to their focus calendars for the week. The students in the Read 180 program receive data analysis reports daily as to their progress. This school year, Science will be using the EduSoft program to grade the teacher made student monitoring assessments students on a monthly basis to formulate progress and make the necessary adjustments to the instructional focus calendar.

Education Design:

Extended Learning Opportunities: The Organizational Performance Improvement Snapshot of 2006 shows that our customer service satisfaction is at an average score of 4.4. In an effort to continue providing academics for our customers, tutorials are available before school, after school and on Saturdays. Saturday tutoring offers a

remediation of skills to all sub-groups, with an emphasis on additional supplemental materials and computer assisted instruction. The media center is open before school and after school to give students the opportunity to access reading resource material and the Internet. This school year with the assistance of the District, we will be implementing a new computer program, Reading Plus, which will be used to enhance the tutorial program. Adult education is offering a seventh period elective course which emphasizes reading skills for any student interested in receiving additional assistance. Our ESOL Home Language Assistance pull-out teachers work with students during the day supplementing classroom instruction for those students having difficulty understanding mathematics, science or social studies. Athletic coaches monitor student progress and provide study hall after school for the student athletes.

School-wide Improvement Model: Miami Springs Senior High School is using the Plan, Do, Study, Act (PDSA) as its School Wide Improvement Model. In the spring, test scores are disaggregated by student subgroup to identify objectives that require additional improvement. The data is prepared for each teacher during the summer. All teachers receive their data at the opening of school faculty meeting. Using the Sunshine State Standards as a basis, teachers plan together to develop a timeline for teaching the needed content areas. The amount of time each teacher dedicates to a given topic is based on the needs of the student groups as determined by the disaggregated test data.

Performance Results:

Our school wide attendance has dramatically improved over the last three years. As part of the data analysis and knowledge management process, it is important that we monitor attendance daily. The Organizational Performance Improvement Snapshot of 2006 shows the area of data management at a high with an average score of 4.4, an increase of .3 points.

The average student attendance for the 2005-2006 school year was 93.81. An analysis of academics shows that there are 179 students enrolled in gifted classes, 521 students enrolled in Advanced Placement classes, 554 students enrolled in English as a Second Language (ESOL) classes, and 304 students enrolled in Exceptional Student Education (ESE) classes.

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 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:

Students will acquire the knowledge, skills and competencies to master reading.

Needs Assessment

A review of the data revealed that 70 percent of ninth and tenth grade students are still reading below grade level; however, 63 percent of the lower 25 percent did make learning gains. Based on this year's Gates McGinitie testing, the majority of students in grades nine and ten are reading between the fifth and seventh grade levels and require additional intensive instruction in fluency, comprehension and vocabulary.

Specifically, students in grade nine have higher levels of performance in cluster three (Comparison, Contrast, Cause and Effect) and cluster four (Reference and Research). On the other hand, they need additional assistance with cluster one (Words/Phrases in Context) and cluster two (Main Idea/Plot, Authors Purpose) particularly with the identification and synthesis of information from multiple sources to draw conclusions. Although statistically the ninth grade students showed 50 percent mastery in cluster one (Words and Phrases in Context), there is still a need for vocabulary development.

FCAT Reading results show that all tenth grade students are more successful in cluster three (Comparison, Contrast, Cause and Effect) with an average percentage of 74. On the other hand, the greatest area of need for all tenth grade students are cluster one (Words and Phrases in Context) with an average of 40 percent and cluster two (Main Idea/Plot) with an average of 47 percent. In spite of some improved results in a few clusters, both ninth and tenth graders need to show additional and continuous improvement in all of the required clusters. Because of this,

vocabulary has become a priority in the school and every teacher is working with the vocabulary plan written during the summer by teachers in the Intensive Reading department.

After examining the disaggregated data on the Adequate Yearly Progress Report, 46 percent of the White subgroup are reading at or above grade level, a 4 percent increase. The rest of the subgroups are not making Adequate Yearly Progress. Only 17 percent of the Black subgroup (increase of 5 percent from 2005), 23 percent of the Hispanic (decrease of one percent), 21 percent of the Economically Disadvantaged (increase of 3 percent), 3 percent of the Limited English Proficient (decrease of 5 percent) and 6 percent of the Students With Disabilities are reading at or above grade level. The fact that these subgroups did not make Adequate Yearly Progress in reading indicates the need for a school wide instructional initiative which promotes reading fluency, comprehension and vocabulary development.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

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

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use Plan, Do, Study Act as the school wide improvement model to enhance instruction for the 2007 FCAT Reading Test.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Provide opportunities for all students, including LEP, SWD, Black and Economically Disadvantaged, to attend Saturday tutorials for reading skills remediation to improve student achievement on the 2007 FCAT Reading Test.	Principal, Assistant Principals	08/14/06	05/25/07	District-wide literacy plan	\$5000.00
Analyze student performance indicators from the Reading Department Instructional Focus Calendar to identify student weaknesses and provide additional re-teaching strategies to ensure success on the 2007 FCAT Reading Test.	Principal, Assistant Principals and Reading Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00

Enroll students performing at FCAT Level 1 and 2 in the 9th and 10th grades in an Intensive Reading course to improve reading skills achievement on the 2007 FCAT Reading Test.	Principal, Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Provide enrichment opportunities for students in gifted, honors and advanced academic courses of ninth and tenth grade which will ensure success on the 2007 FCAT Reading Test.	Principal, Assistant Principals	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Monitor progress of SWD students in inclusion classes to ensure student success on the 2007 Reading FCAT test.	Principal, Assistant Principals and Instructional Leader for Exceptional Student Education	08/14/06	05/25/07	Inclusion	\$0.00
Implement the Reading Instructional Focus Calendar fully including the vocabulary component requiring bi-weekly assessments in an effort to re-teach deficient skills in order for students to achieve success on the 2007 Reading FCAT test.	Principal, Assistant Principals and Reading Instructional Leader.	08/14/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

1. Glencoe Literature Text
2. Read 180
3. Reading Plus
4. Reading Great Source Book-consumable

Professional Development

1. CRISS Training for new teachers
2. Reciprocal teaching strategies
3. In-house staff development Reading/Language Arts benchmarks
4. District sponsored professional development enhancing reading strategies for secondary schools.
5. In-house professional development on finding the Main Idea/Author's Purpose, Words and Phrases, and Reference and Research Skills
6. National Literacy Project school-wide
7. Bi-weekly data analysis review of benchmarks

Evaluation

1. Gates-MacGinitie
2. FCAT Explorer
3. Bi-monthly student progress monitoring by benchmark graded in Edusoft for subgroup breakdown
4. Glencoe Diagnostic Assessments
5. 2007 FCAT Reading Test
6. District Interim Assessments in Reading
7. Reading Plus data reports
8. Read 180 data reports

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 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:

Students will acquire the knowledge, skills and competencies needed to master mathematics.

Needs Assessment

A review of the data reveals that 69 percent of our ninth and 68 percent of the tenth grade students met high standards in mathematics according to the 2006 School Accountability Report. Additionally, 81 percent of our students made learning gains according to the results of the 2006 FCAT Mathematics Test, a reduction of 1% versus 2005.

The results of the average percent of FCAT content areas for grades nine and ten were analyzed to better identify areas of need. In grade nine, students showed an average of 50 percent in the area of Number Sense, 50 percent in the area of Algebraic Thinking, 50 percent in the area of Data Analysis, 36 percent in Geometry, a drop of 9 percent, and 43 percent in the area of Measurement. Though there has been a nine percent and 14 percent increase respectively from the previous year, the data shows weakness in both Geometry and Measurement. It should be noted that student results at our school are comparable to the district in all strands. The student results at our school are also comparable to the state's average in Number Sense, Measurement, Algebraic Thinking and Data Analysis, but lower in Geometry.

The tenth grade test results show an average of 55 percent in the area of Number Sense, 40 percent in Measurement, 45 percent in the area of Data Analysis, 50 percent in Algebraic Thinking, and 36 percent in the area of Geometry. It should be noted that student results are comparable to the district in the areas of Number Sense and Data Analysis.

Miami Springs Senior High School surpassed the district’s average in the areas of Algebraic Thinking, Geometry, and Measurement. The student results are also comparable to the states in the areas of Measurement, Geometry, Algebraic Thinking and Data Analysis.

The school was able to show Adequate Yearly Progress in the area of mathematics with 62 percent of the population scoring at or above grade level. When examining the disaggregated data on the Adequate Yearly Progress Report, it is evident that we surpassed the state’s minimum of 44 percent scoring at or above grade level in five of the six subgroups. In particular, 83 percent of the White, 68 percent of the Hispanic, 64 percent of the Economically Disadvantaged, 53 percent of our Limited English Proficiency, 56 percent of the Black students and 71 percent of the multiracial students scored at or above grade level. Although only 10 percent of our Students with Disabilities met mastery, there was a 15 percent decrease in our Level 1 students, our bottom 25 percent. The fact that the SWD students did not attain the state’s minimum, indicates the need for an instructional initiative which promotes improved performance.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 56% of students achieving a Level 3 or higher the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school wide improvement model to enhance instruction on the 2007 FCAT Mathematics Test.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Provide enrichment opportunities to students in gifted, honors and advanced academic courses to ensure success in the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00
Recruit students to participate in the mathematics competitions through Mu Alpha Theta in order to stimulate cognitive thinking skills and ensure success on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00
Provide SWD students in our Inclusion Model with additional support in order to ensure success on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	Inclusion	\$0.00
Provide opportunities for all students, including 11th/12th grade retakers and SWD students to attend the Saturday tutorial program for mathematics skill remediation to improve student achievement on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Enroll students performing at FCAT Levels 1 and 2 in grades nine and ten (and grades 11 and 12 who have not passed the FCAT Mathematics Test) in a "double dose" mathematics class and intensive mathematics course to improve achievement on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00

Provide consumable resource materials and workbooks for all FCAT Level 1 and 2 students to use during the mathematics class period and/or as a home learning opportunity to ensure success on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00
Implement District Scope and Sequence and department instructional focus calendar in Mathematics to ensure success on the 2007 FCAT Mathematics Test.	Principal, Assistant Principals and Mathematics Instructional Leader	08/14/05	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

1. Cognitive Tutor
2. Glencoe Textbook
3. Prentice Hall Textbook

Professional Development

1. Cognitive Tutor training
2. State Math conference
3. In-house staff development on FCAT item analysis
4. Departmental meetings to analyze and interpret data
5. National Literacy Project school-wide

Evaluation

1. Weekly teacher created student progress monitoring tests graded on Edusoft for subgroup breakdown
2. Cognitive Tutor computer results
3. Online practice test by Prentice Hall
4. Glencoe Series test
5. 2007 FCAT Mathematics Test
6. District Interim Assessments in Mathematics

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 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 3 STATEMENT:

Students will acquire the knowledge, skills, and competencies needed to master writing.

Needs Assessment

An overall review of the data reveals that 87 percent of the 10th grade students met the required state standards in writing, while 13 percent did not score 3.5 or higher. When specifically looking at the data identifying the types of writing prompts, 81 percent of the students scored 3.5 or higher on the persuasive writing prompt while 78 percent of students scored 3.5 or higher on the expository writing prompt. This indicates a need for additional practice in the area of persuasive writing including organization, the use of supporting details and conventions of the English language.

Interestingly, even though the writing level did increase, and overall the school-wide score did have a decrease, when examining the disaggregated data on the Adequate Yearly Progress Report, all subgroups made Adequate Yearly Progress in the area of writing with the exception of LEP students, 28 percent of the Limited English Proficient made progress. The following are the percentages of the subgroups scoring a 3.5 or higher on the FCAT Writing: 91 percent of White students, 79 percent of the Hispanic students, 78 percent of the Black students, 72 percent of the Economically Disadvantaged, and 67 percent of the Students With Disabilities. The data reveals the importance of developing intervention strategies specific to the writing needs of the students in the subgroups. It will be necessary to intensify our writing skill instruction in order to meet the state writing standards and continue to make Adequate Yearly Progress.

In addition, the data also shows that most of the students in the tenth grade are writing at a 4.0. This is important to address since in order for an increase to occur, students should be writing at 4.0 to 4.5.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school-wide improvement model to enhance instruction for the 2007 FCAT Writing+ Test.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Instruct students in grades nine and ten in the rubric scoring process in order to assist with the revision process of the 2007 FCAT Writing+ Test.	Principal, Assistant Principals and Language Arts Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Implement the school-wide writing action plan which includes the administration of monthly expository and persuasive writing prompts across all content areas to improve essay writing and raise student achievement on the 2007 FCAT Writing+ Test.	Principal, Assistant Principals and Language Arts Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Incorporate into the school-wide essay writing plan instruction in writing revisions with a concentration on improving focus, organization and providing supporting details and conventions of the English language to improve the scores on the 2007 FCAT Writing+ Test.	Principal, Assistant Principals and Language Arts Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Implement District Scope and Sequence and department instructional focus calendar in Language Arts that incorporates daily vocabulary and grammar activities to increase the writing level on the 2007 FCAT Writing+ Test.	Principal, Assistant Principals and Language Arts Instructional Leader	08/14/06	05/25/07	Academic Teams	\$0.00
Provide additional support to the SWD students in the Inclusion model in Language Arts in order to promote success on the 2007 FCAT Writes+ Test.	Principal, Assistant Principals, SWD Instructional Leader and Language Arts Instructional Leader	08/14/06	05/25/07	Inclusion	\$0.00
Provide enrichment opportunities to students in ninth and tenth grade gifted, honors and	Principal, Assistant Principals and Language Arts Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00

advanced academic courses to ensure success on the 2007 administration of the FCAT Writing+ Test.	
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Research-Based Programs

1. Glencoe Literature Writer's Choice
2. Language Network Workbook (Grammar)

Professional Development

1. In-house staff development on writing rubric
2. Review of Miami Springs Senior High Writing Reading Action Plan
3. In-house professional development to the faculty on the reading clusters.
4. In-house professional development to the faculty on the development of vocabulary activities to use in the classroom.
5. National Literacy Project school-wide

Evaluation

1. FCAT District writing pretest and post-test
2. Monthly writing assessments graded on Edusoft to disaggregate data
3. 2007 FCAT Writing+ Test

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 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 4 STATEMENT:

Students will acquire the knowledge, skills and competencies necessary to meet proficiency on 2006 administration of the Science FCAT.

Needs Assessment

A review of the data reveals that all the content scores for 11th grade students are on or below 50 percent. Overall, Miami Springs Sr. High School's score is 45% or 8% below State percentage. However, MSSH is at the same percentage as the District. This comparison indicates a need for additional intensive instruction in Physical and Chemical Sciences, Earth and Space Science, Life and Environmental Science and Scientific Thinking.

The data reveals a seven percent increase in the area of Physical and Chemical Science, a decrease of one percent in the area of Life and Environmental Science and no progress in the area of Earth and Space Science or Scientific Thinking. Our average student results for the number of items correct in each content area closely match the district average.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school wide improvement model to enhance instruction for the 2007 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Provide all science teachers with additional in-service activities on the instruction of the science strands in order to improve classroom instruction as evidenced by improved results on the 2007 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Administer a pre-test to all science students in order to assess weaknesses in each content area and develop appropriate intervention strategies in order to assure success on the 2007 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Implement the District Scope and Sequence and the school-wide instructional focus calendars for ninth, tenth and eleventh grade science classes to ensure compliance with Science Sunshine State Standards which are evaluated on the 2007 FCAT Science Test.	Principal, Assistant Principals and Science Instructional Leader	08/14/06	05/25/07	District-wide literacy plan	\$0.00
Provide SWD students in our Inclusion Model with additional support in order to ensure success on the 2007 Science FCAT.	Principal, Assistant Principals, SWD Instructional Leader	08/14/06	05/25/07	Inclusion	\$0.00
Provide enrichment opportunities to students in gifted, honors and advanced academic courses in grades nine through eleven to ensure success on the 2007 Science FCAT Test.	Principal, Assistant Principals and Science Instructional Leader	08/14/06	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

1. Glencoe textbooks

Professional Development

1. Region professional development for teachers on the proper technique for writing scientific reports
2. Additional in-house staff development for the science content areas
3. District-wide workshop for science content areas
4. Staff Development on departmental review of Miami Springs Senior High School Science Instructional Focus Calendars with District Science benchmarks/strands in order to make modifications
5. Science item specification training

Evaluation

1. Department generated/prepared Science pre-test
2. Subject area student progress monitoring test graded on Edusoft for subgroup breakdown
3. Teacher made Science Post-Test
4. 2007 FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Parents will increase involvement and participation in school related events.

Needs Assessment

Although a majority of the parents attend Open House and Ninth Grade Orientation, it has been difficult to get parents involved on a regular basis throughout the year. Based on the membership lists of the 2005 PTSA, it is evident that there is a need to aggressively recruit more parents to participate in this organization. Efforts should be made not only to recruit members but to maintain active participation throughout the school year. Although there are parent volunteers for specific extra curricular activities (i.e. band), there is a need for parents to participate in student achievement by providing parental assistance and guidance at home.

In order to build a more personally enriching relationship between the school and the parents, the administration, faculty and staff of Miami Springs Sr. High School will communicate with parents more regularly about students' progress/student activities via email, school website, gradebook program, use of ConnectEd to contact parents for meetings and other information and parent conferences. Student services will continue to provide opportunities for parents and teachers to meet in conferences and discuss student achievement in a more personal manner.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing PTSA membership during 2006-2007 and 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Host an LEP/SWD Parent Orientation night to communicate with the parents of these special needs populations in order to comply with high school graduation requirements.	Principal, Assistant Principals, LEP/SWD Instructional Leader and Counselor	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Maintain a Parent Resource Center to provide information about the PTSA to parents in order to increase the membership of the PTSA.	Principal, Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Announce and personally invite parents to attend PTSA meetings in order to increase membership in the PTSA	Principal, Assistant Principals and PTSA President	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Promote the participation of parents in the EESAC in order to increase the communication between parents, school and community.	Principal, Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Promote participation in the District sponsored Parent Academy workshop.	Principal, Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Initiate a membership drive during the second grading period in order to increase membership in the PTSA.	Principal and Assistant Principals and PTSA President	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Host a 9th grade Orientation for parents to visit the school and learn about requirements and regulations of high school to assist their children with the transition from middle school.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Provide teachers with information on Parent Academy offerings across the District.

Evaluation

1. Number of parents visiting the Parent Resource Center monthly
2. Number of parents involved in the PTSA
3. Number of teachers involved in the PTSA
4. Number of parents registered for Parent Academy inservices

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Students behavior will improve in school.

Needs Assessment

An analysis of the COGNOS Suspension report indicates that during the 2005-2006 school year, of the 3,457 student population, 22% in Quarter 1, 29% in Quarter 2 and 39% in Quarter 3 total of students were suspended either in indoor or outdoor. The data also indicates that males are suspended at a higher rate than females.

This data shows that there is a need to implement additional disciplinary action techniques in order to ensure that students are given the opportunity to stay in school versus not staying in school. This would then allow for a decrease in the number of suspension for the 2006-2007 school year.

Measurable Objective

Given an emphasis on discipline and student achievement, student suspensions will decrease as evidenced by a one percent decrease in the number of referrals to indoor/outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school wide improvement model to enhance student behavior during the 2006-2007 school year.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Develop a school-wide disciplinary action plan that encourages due process for all students.	Principal and Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Students will be provided with Code of Student conduct information during grade level orientation.	Principal, Assistant Principals and Student Services Department members	08/14/06	05/25/07	District Strategic Plan	\$0.00
Provide students the opportunity to meet with counselors for mediation before and/or after disciplinary action.	Principal, Assistant Principals and Student Services Department members	08/14/06	05/25/07	District Strategic Plan	\$0.00
Implementation of Saturday School, After school detention, and peer mediation in order to provide students with more opportunities to stay in school and resolve discipline issues.	Principal, Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$5000.00
Monitor COGNOS daily to ensure that students referrals for disciplinary action are decreasing.	Principal, Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Referral Training/Code of Student Conduct Training

Evaluation

1. Bi-weekly review of the COGNOS report

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

GOAL 7 STATEMENT:

Students and parents will increase their use of the Miami Springs Senior High School website.

Needs Assessment

Miami Springs Senior High School recognizes the need for increase in parent communication. Therefore, the school will implement an aggressive attempt to inform parents of activities, academic information and teacher resources on the school website. In addition, a monthly calendar will be posted and the Reading, Language Arts, Mathematics, Science and Social Studies Focus Calendars will be posted on the school website.

During the ninth grade orientation, approximately 400 parents attended. Many of the parents were not aware the school website provided important academic information, as well as, email to teachers, links to the Gradebook and District website for further references and resources. Because of this lack of website familiarity, Miami Springs Senior High School has decided to obtain baseline data and determine the number of actual hits the school website is receiving on a monthly basis.

Measurable Objective

Given an emphasis on the need to increase parent communication, Miami Springs Senior High School will increase the use of the school website by one percent monthly during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the website bi-weekly to ensure the information is up to date and to ensure parents are receiving timely information during the 2006-2007 school year.	Principal, Assistant Principals and Technology Coordinator	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Encourage faculty members to invite students and parents to communicate with them via the website during the 2006-2007 school year.	Principal, Assistant Principals and Instructional Leaders	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Announce daily to the students the availability of the school website in order to increase the use of the site by students and their parents.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Translate areas of the website which are most informational for our bilingual parents.	Principal, Assistant Principals and Technology Coordinator	08/14/06	05/25/07	District Strategic Plan	\$0.00
Monitor the number of times the school website is visited during the 2006-2007 school year.	Principal, Assistant Principals and Technology Coordinator	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Organize a Technology Committee that will meet and address technology concerns of the teachers, students parents.	Principal, Assistant Principals and Technology Coordinator	08/14/06	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. In-house training on the use of the school website.
2. Familiarize teachers with informational links available to parents.

Evaluation

1. Number of total hits (visits) to the Miami Springs Senior High School website during the 2006-2007 school year

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 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 type="checkbox"/>

GOAL 8 STATEMENT:

Students will acquire the knowledge, skills and competencies needed to become physically fit and healthy.

Needs Assessment

Miami Springs Senior High School has a commitment to academics and to the physical fitness of students. Research shows that students with healthy lifestyles do better academically and develop skills and practices that enhance their adulthood. Miami Springs Senior High School recognizes that health and physical fitness should be for life.

An analysis of the data shows that at Miami Springs Sr. High School, 17% of the students were able to complete and surpass the standards set by the FITNESSGRAM program. This is a comprehensive fitness assessment and reporting program to develop behavioral components which will contribute to the well-being of the student. Miami Springs Senior High School's commitment is to promote appropriate physical activity rather than just focusing on the testing. This program emphasizes a wide variety of physical activities to develop and maintain appropriate levels of physical fitness.

FITNESSGRAM is designed to evaluate and educate youth about their physical fitness. This is done through a variety of physical tests. During the 2006 school year, 1293 students (39 percent) in grades nine through twelve were physically assessed using the FITNESSGRAM. Based on the degree of difficulty and completion of the individual physical test, eighty-one students received "Gold" awards in 2006 and one hundred forty seven students received "Silver" awards in 2006.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM test standards, students in grades nine through twelve will improve their running skills as evidenced by 20% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM test as compared to 17% during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school wide improvement model to enhance physical fitness and health of students during the 2006-2007 school year.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Monitor student mile run results bi-weekly and make adjustments to ensure success on the 2006-2007 FitnessGram mile run test.	Physical Education Instructors, Assistant Principals and Principal	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Implement a personalized dietary program with an exercise routine that will allow students to eat healthy and achieve a positive result on body fat composition on the 2006-2007 FitnessGram test.	Physical Education Instructors, Assistant Principals and Principal	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Provide students with the opportunity to participate in and compare three aerobic activities designed to promote cardio-respiratory fitness to ensure endurance during the mile run on the 2006-2007 FitnessGram test.	Physical Education Instructors, Assistant Principals and Principal	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Identify the role of good nutrition in order to achieve a high level of physical fitness which will ensure success on the 2006-2007 FitnessGram mile run test.	Physical Education Instructors, Assistant Principals and Principal	08/14/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

1. 2006-2007 FITNESSGRAM Test

Professional Development

Not Applicable

Evaluation

1. Bi-weekly student monitoring assessment
2. 2006-2007 FITNESSGRAM Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

The Academy of Hospitality and Tourism will meet its enrollment capacity for the 2006-2007 school year.

Needs Assessment

Miami Springs Senior High School houses the Academy of Hospitality and Tourism program. The curriculum of the program has been developed in collaboration with industry associations, higher education and the National Academy Foundation network to produce a superior program which will meet and exceed high education standards. This is a rigorous academic college preparatory program, and it is the intent of Miami Springs Senior High School to increase student participation in the Academy. The enrollment for the 2006-2007 school year is 144, an increase of 15 students from 2005-2006. It is the intent of the school to increase the number of students in the program to 200, full capacity, for the 2007-2008 school year.

Measurable Objective

Given emphasis on career opportunities in the Hospitality and Tourism industry, the number of students enrolled in the Academy of Hospitality and Tourism will increase by 10% during 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a referral system of qualified applicants from the middle school through the career specialist and counselors in order to increase the number of students eligible for the program during the 2006-2007 school year.	Principal, Assistant Principals and Lead Magnet Teacher	08/14/06	05/25/07	Transition and Articulation Programs	\$0.00
Participate in the District Magnet Fair supplying applications, curriculum information and brochures to potential candidates for the 2007-2008 school year.	Principal, Assistant Principals and Lead Magnet Teacher	03/31/07	05/25/07	Transition and Articulation Programs	\$0.00
Identify potential students from within Miami Springs Senior High School and provide them with the opportunity to participate in the Academy for the 2007-2008 school year.	Principal, Assistant Principals and Lead Magnet Teacher	08/14/06	05/25/07	Transition and Articulation Programs	\$0.00
Use the Plan Do Study Act as the school wide improvement model to enhance recruitment for the Academy of Hospitality and Tourism.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Visit Miami Springs Middle School and Henry H. Filer Middle School in addition to out of area schools, Charles Drew Middle School, Ruben Dario Middle, and Kinloch Park Middle to provide articulation information to eighth grade students who are potential students for the Academy.	Principal, Assistant Principals and Lead Magnet Teacher	08/14/06	05/25/07	Transition and Articulation Programs	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1.The 2007-2008 school year acceptance rate for the Academy of Hospitality and Tourism.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Springs Senior High School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, Miami Springs Senior High School ranked at the 90th percentile on the State of Florida Return on Investment (ROI) index. There is a need at Miami Springs Senior High School to demonstrate efforts in the improvement of students performance in a more fiscally responsible manner.

Measurable Objective

Miami Springs Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication by 1% from the 90th percentile in 2004-2005 on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	08/14/06	05/25/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals and Instructional Leaders	08/14/06	05/25/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants and volunteer networks.	Principal and Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Consider shared use of facilities, and partnering with community agencies.	Principal, Assistant Principals and Career Specialist	08/14/06	05/25/07	District Strategic Plan	\$0.00
Use the Plan Do Study Act as the school wide improvement model to enhance the ROI index of the school from the 90th percentile to the 95th percentile.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Springs Senior High School will show a 1% increase toward the 95th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

GOAL 11 STATEMENT:

All students will graduate from high school within a four-year period.

Needs Assessment

An analysis of the data shows that 64 percent of senior students received a graduation diploma from Miami Springs Senior High School. This is an increase of 3 percent from 2004-2005. Nevertheless, there is a need to increase the number of students that will graduate and receive a diploma from Miami Springs Sr. High School.

Measurable Objective

Given the need to increase the high school completion rate, Miami Springs Senior High School will improve its graduation rate as evidenced by a one percent increase in the graduation rate during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Plan Do Study Act as the school wide improvement model to increase the number of regular diplomas given to students for graduation.	Principal and Assistant Principals	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Provide students in the ninth grade with an orientation on the requirements for graduation.	Principal, Assistant Principals and Student Services Department	08/14/06	05/25/07	Continuous Improvement Model	\$0.00
Monitor student progress through the use of progress reports and teacher grades.	Student Services Department Chairperson, Principal and Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Invite parents to participate in teacher/parent conferences to determine interventions for students that are not achieving the academic standards necessary for graduation.	Principal, Student Services Department and Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$0.00
Provide students with tutorial assistance to ensure the opportunity to exceed in academic classes and pass the FCAT examinations.	Principal and Assistant Principals	08/14/06	05/25/07	District Strategic Plan	\$16000.00
Introduce students to the student services department and allow them the opportunity to meet yearly to review students credits and make adjustments to schedules.	Principal, Assistant Principals and Student Services Department Chairperson	08/14/06	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

1.2006-2007 graduation rate

EESAC Compliance

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

Budget:

EESAC recommended using funds for after school tutoring in order to assist the performance of the 11th and 12th grade retaker students.

Training:

EESAC recommended professional development activities for teachers in the areas of reading, writing, mathematics and science.

Instructional Materials:

EESAC provided assistance in the assessment of FCAT materials.

Technology:

EESAC parents reminded parents in the community to use the school website.

Staffing:

EESAC recommended supplemental funding to be used in the areas of reading, mathematics and science.

Student Support Services:

EESAC worked closely with Student Services to monitor student achievement.

Other Matters of Resource Allocation:

EESAC monitored the School Improvement Plan and its progress.

Benchmarking:

EESAC recommended emphasis in reading, writing, mathematics and science during the 2006-2007 school year.

School Safety & Discipline:

EESAC continued to support and recommended new programs for safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$5,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$5,000.00
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)	\$16,000.00
<hr/>	
Total:	\$31,000.00

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