
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7531 - Miami Sunset Senior High School

FeederPattern: Miami Sunset Senior

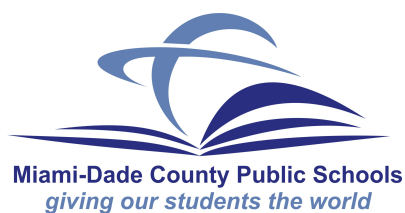
Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Lucia Cox

*Adult/Vocational
Principal:* Dulce DeVilla

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Sunset Senior High School

Miami Sunset Senior High School serves 3,116 students in grades nine through twelve. Located in the West Kendall area of Miami-Dade County, the school serves a diverse population of students from all socioeconomic levels in a large urban community. Approximately 78 percent of the students are Hispanic, 12 percent White, seven percent Black, and three percent Asian/Multi-racial. The Hispanic community is diverse, as no one single Hispanic group is a majority. The Black population is African-American as well as Afro-Caribbean. Our Asian population is from East Asia as well as South Asia. The foreign-born student body represents more than 100 different countries.

Miami Sunset offers an extensive array of advanced courses and affords each student the opportunity to participate in school activities. Currently, 1,700 students participate in 49 clubs and seven honor societies. In the graduating class of 2006, 86 percent attended four-year colleges, six percent two-year colleges, three percent vocational programs, and one percent enlisted in the military. The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement Snapshot Assessment, in formulating the School Improvement Plan.

The Continuous Improvement Model Plan (CIM) is implemented to monitor progress throughout the school year. Small Learning Communities (SLC) have been formulated to provide an integrated system of high standards, curriculum instruction, assessments and supports, personalized learning environments, academic engagements of all students, communities of practice, accountability leadership, and engaged community and youth. A rigorous academic curriculum for all students and academic support to struggling students is provided to prepare students for postsecondary education and careers. Effective professional development for all stakeholders is available to improve teaching and learning and to provide each student with a graduation plan. The Miami Sunset Adult Education Program extends numerous opportunities for students and adults in the community to accomplish goals towards graduation and/or continuing education and training in a specific program of study. Students are provided additional opportunities to take courses through Dual Enrollment at local universities and online courses through Miami-Dade and Florida Virtual Schools. A school-wide consultative inclusion model provides additional opportunities for all students to maximize their high school experience.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, White students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African-American students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 63 percent of the students scoring a Level 3 and higher as documented by scores of the the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or higher as documented by scores of the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 50 percent of the students scoring Level 3 and higher as documented on the 2007 FCAT Science Test.

Increase parental participation in Open House Night and AP Potential Night by one percent as evidenced by attendance logs.

Using the Code of Student Conduct-Secondary Handbook, there will be a reduction of three percent in the number of outdoor suspensions, as evidenced by the Executive Summary Report of Student Case Management Referrals.

Teachers recognize the need to decrease the number of students with three or more absences. One hundred percent of the teachers utilize the district webbased electronic gradebook to record daily school attendance as evidenced by the daily generated report.

Given instruction in physical education classes, students will improve their fitness as evidenced by 72 percent of students becoming award recipients as measured by the 2007 administration of the FITNESSGRAM.

Miami Sunset Senior High School will increase its number of elective offerings by two courses in technology as compared to courses offered in 2006.

Miami Sunset Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 80th percentile in 2004 to the 83rd percentile on the next publication of the index.

Miami Sunset Senior High School will increase the graduation rate from 70 percent in 2005 to 71 percent in 2006.

The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement (OPI) Snapshot Assessment, in formulating the School Improvement Plan. Based on the OPI Snapshot Survey, the two areas the school will focus on will be: Customer and Market Focus, as well as Business Results. Miami Sunset continues to face its biggest challenge of involving parents and community members. It continues to search for additional effective ways to foster better lines of parental communication and community involvement.

Miami Sunset will utilize the Career Specialist to meet with Dade Partners, parents and members of the community to promote and support the Small Learning Communities (SLC) Initiative by providing guest speakers, discussing possible student internship opportunities, and increasing awareness of the academic programs available. Miami Sunset will increase participation in EESAC and PTSA events to involve more stakeholders in improving student achievement and parental involvement. The Parent Academy will be enhanced to provide additional resources.

Miami Sunset Senior High School will continue to implement the Continuous Improvement Model (CIM) to assess progress of student achievement, reduce student discipline referrals, expand implementation of technology, increase percentage of attendance, improve graduation rate to facilitate the transition from school to career, and to increase the rate of return on investment. The school will utilize personnel effectively to compliment phases of implementation of the Small Learning Communities.

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 Sunset Senior High School

VISION

The worlds of work and citizenship demand and value skilled and literate individuals and the school is integral to developing those individuals. We accept this challenge. We will work cooperatively with all stakeholders to provide an appropriate education for each student. The staff is keenly aware of the changes in our community as well as education itself. We are committed to providing a standards-based education. Energized by attending professional conferences, we collaborate with our peers and reflect on our teaching practices. Our classrooms are models of active learning. We provide diverse and engaging learning experiences. We teach for understanding. We teach to have students think in new ways. We also recognize our role in preparing students for adult life. We provide experiences which help students select a career. We promote the values of cultural tolerance, civic responsibility, honesty, respect, and self-worth to prepare students for a multicultural workplace.

MISSION

Students will acquire the knowledge to function effectively in today's society and graduate with a specific career plan.

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.

School Demographics

Miami Sunset is located on 31.77 acres in the West Kendall area of unincorporated Miami-Dade County at 13125 S.W. 72nd Street. It is a region of rapid growth. Miami Sunset serves 3,116 students in grades nine through twelve. The school serves a diverse population of students from all socioeconomic levels. Approximately 78 percent of the students are Hispanic, 12 percent white, 7 percent black, and 3 percent are Asian/Multi-racial. The Hispanic community is diverse, as no one single Hispanic group is a majority. The black population is African-American as well as Afro-Caribbean. Our Asian population is from East Asia as well as South Asia. In fact, our foreign-born student body represents more than 100 different countries. There are constant student transfers; the mobility index averages 21 percent. Student attendance averages 94 percent.

Since its opening in 1978, three new public high schools as well as one Catholic high school have opened in the West Kendall community. The district has also built a magnet high school to the east of our southeastern boundary. To accommodate the growth at Miami Sunset the district built a new wing with bond funds. The first floor of the new wing opened in August 1993 and the second floor opened in August 2000. We also have 36 relocatables in the back of the school. The assigned program capacity is 3236 and is at 103 percent utilization.

The building is fully wired to provide Intranet and Internet access in 100 percent of the classrooms. The entire building has connectors which meet the industry standard of 100 based T. Students can also use the computers in the media center; 32 computers have Internet access and word processing programs. Currently all the relocatables are in the final stages of being wired and ready for internet access. Portables will be equipped with computers throughout the course of the 2006-2007 school year. There are currently 26 computer labs throughout the building. The student to computer ratio is 4.13 to one. Although a closed circuit television system was originally provided, the system has been updated to accommodate a proposed entertainment technology program. Televisions are available in all of the classrooms.

The ethnic make-up of the instructional staff is 37 percent white, 48 percent Hispanic, 12 percent black, and three percent Asian/Native American. The majority of the instructional staff has a degree beyond the bachelor's degree. Approximately, 39 percent have master's degrees, and 11 percent have educational specialist degrees and/or doctoral degrees. Six faculty members have also received National Board Certification. Of the teaching staff, 9.3 percent are beginning teachers and the average length of time teaching in Florida is 13 years. The 218 faculty and staff members at Miami Sunset include 127 regular classroom teachers, 25 exceptional education teachers, nine counselors, one media specialist, five teacher assistants, 14 clerical staff members, 22 custodians, two full-time cafeteria workers, 11 security monitors, an activities director, an athletic director, a test chairperson and a reading coach. The administration consists of one principal and four assistant principals. Additionally, there are 46 part-time workers.

Miami Sunset offers an extensive array of advanced courses and affords each student the opportunity to participate in school activities. Currently, 1,723 students participate in 48 clubs and seven honor societies. In the graduating class of 2006, 86 percent attended four-year colleges, six percent two-year colleges, three percent vocational programs, and one percent enlisted in the military. The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement Snapshot Assessment, in formulating the School Improvement Plan.

Aware of the diversity of the community and changes in education, Miami Sunset offers a variety of academic and vocational programs. In addition to a college-preparatory curriculum, we offer programs in public service occupations, cooperative vocational education programs, business technology education, and early childhood education. We have also incorporated Small Learning Communities for 9th grade as well as a Gifted Consultative Model across all grade levels.

We offer 23 Advanced Placement courses offered by the College Board and encourage students to enroll in these courses. The

enrollment in Advanced Placement courses at Sunset Senior High School during the 2005-2006 school was 524 students, 16 percent of the student population. This was using unduplicated AP enrollment data from the College Board. The number of Advanced Placement exams reported at Miami Sunset during 2005-2006 school year was 1,296. Approximately 25 percent of students enrolled in Advanced Placement courses scored from a three to five during the 2005-2006 school year, a decrease of four percent from the previous school year. Teachers and guidance counselors are encouraged to recruit students into rigorous academic courses. Parents are encouraged to enroll their children in advanced and AP courses and are provided with data to support the decision. Students are provided with individual tutoring as needed to assist them to succeed. The PSAT will be administered to all ninth and tenth grade students to identify AP potential.

Approximately five percent of the student population is identified as Limited English Proficiency (LEP). We provide LEP students language instruction in English for Speakers of Other Languages (ESOL). We have a home language assistance teacher to assist LEP students in content area classes. In addition, we are aware of the Multicultural Ethnic Training Act (META) and ensure that staff is trained to adapt their instruction to meet the educational needs of LEP students. Approximately 14 percent of the student population is in the Special Education program (SPED) and Severely Emotionally Disturbed program (SED). Students are provided education in the least restrictive environment and are enrolled in the regular diploma program and special diploma program. Students can enroll in regular education and vocational programs as well as academic and vocational programs within the Special Education program. We have implemented an Inclusion Program in Algebra I, Geometry, Earth/Space Science, Biology, World History, Economics and Government.

This year, Miami Sunset has implemented three ninth grade teams and a ninth grade transition course. In addition, Miami Sunset has established seven Small Learning Communities: Health and Wellness, Law and Public Service, Education and Culinary Arts, Communications and Digital Design, Advanced Studies, Creative and Performing Arts, and Business and Information Technology. Research and experience have led advocates of Small Learning Communities (SLCs) to a shared basic notion of small unit schooling: An interdisciplinary team of teachers who share approximately one hundred students for instruction in the core academic areas of English, Mathematics, Science, and Social Studies, and assume responsibility for their educational progress across years of school. SLCs provide a learning environment that emphasizes rigor, relevancy, and relationships. The goals of the SLCs are to: Improve student achievement; improve attendance, graduation, and college enrollment; reduce the frequency of disciplinary actions; create a safe learning environment; and assist students to make successful transition to colleges and careers.

We understand the importance of technology as a tool to encourage learning. The students and staff have Internet access. The computer to student ratio is five to one. We also provide the opportunity to obtain industry certification in computer networking and software programs.

Approximately, seven percent of the student population will participate in a Gifted Consultative Model. Teacher/student consultation, as well as teacher coaching and support, will be available through this program. In addition to these programs, we offer an academic intervention program as well as a dropout prevention program. A two-hour language arts block was developed to raise the reading level of students performing below grade level. We continue to offer Intensive Reading for FCAT level one students and an Intensive Math Program for all 11th and 12th grade students who have not passed the FCAT. In addition, we have identified FCAT level two students and grouped them together in homogeneous Language Arts classes with a reduced teacher/student ratio. After school tutoring and Saturday Review Sessions are available to assist students in passing the state assessment tests. The work experience program provides the student, who may be at-risk for dropout, with classroom instruction as well as part-time, paid employment.

Miami Sunset is accredited by the Southern Association of Colleges and Universities. The staff reviews its programs on an annual basis in accordance with its strategic five-year School Improvement Plan. It also reviews its programs to ensure effective implementation of the Sunshine State Standards and the Competency-Based Curriculum. The staff is committed to preparing students to meet the challenges of tomorrow. During the 2004-2005 school year, Miami Sunset had its SACS CASI five-year visit.

The Quality Assurance Review Report showed the school was successful at meeting the SACS guidelines.

Miami Sunset provides services to standard curriculum students in grades nine through twelve. Acceleration of student competencies is enhanced by participation in the Dual Enrollment Program which allows students in senior high school (rising 10th graders and above) to accrue college credit from Miami-Dade Community College at the same time they complete their high school graduation requirements. During the students' ninth grade year, the student services department notifies students and parents of the 18 credit graduation option. The student services department participates in evening orientations for parents informing them of counseling services. We also have specialty counselors which provide students with post-secondary educational planning and there is a counselor to assist with personal issues.

The athletic field not only serves the Physical Education Program, but also the Athletic Program. There is a baseball field, softball field, and a men's and women's soccer field. The athletic training room has been renovated to provide better service to the student athletes. We have purchased a whirlpool for the training room as well as new equipment for the weight room. In addition to our weight room, we also have a fitness room that was supplied through a grant from the District's Physical Education Department. This will be utilized by students through Physical Education classes, as well as by faculty and staff members.

The cafeteria was originally built to seat 400. Additional covered seating was added to accommodate 450 students. The patio area has been redesigned to meet the District closed campus requirement. Additional tables are in place to seat 300. This expansion reduced student parking by 20 spaces.

Miami Sunset encourages parental involvement. Parents often support specific activities and athletic teams by way of booster clubs, as well as joining the PTSA which supports the total school program. The administration offers evening orientation programs for parents in order to encourage participation. Parents are advised of school events through Connect Ed, a parent information resource. Additionally, key dates are posted on the school marquee and on the school web site. We survey parent's opinions' on an annual basis. The EESAC reviews this data when developing the School Improvement Plan. The data is used to evaluate the school's programs and to develop the School Improvement Plan for accreditation.

Miami Sunset provides additional resources for the benefit of the community. We provide a child-care program for the staff and community. Additionally, local youth programs, the Hammocks Optimists and West Kendall Optimists use the athletic field.

Miami Sunset works with its vendors to provide students with greater services. The athletic department sells bagels to supplement the athletic budget. The cafeteria also contracts with outside vendors to provide students with greater food choices.

The Miami Sunset Adult Education Center enrolls more 3,000 students per trimester. The programs include Adult Basic Education, English Language Learner (ELL), high school completion for adult students, high school credit classes for co-enrolled high school students as well as FCAT preparation credit classes, career/technical classes for Patient Care Technician and Architectural Drafting and Surveying, General Education Development (GED) preparation classes, and Community School classes to serve the needs of our community. The Adult Center provides technical programs and support for the school as a whole, and also provides free child care services for the adult students taking classes on site.

We have encouraged vertical teaming with the elementary and middle schools in our feeder pattern. We work with all of our feeder schools during the articulation process; our primary feeder school is Howard D. McMillan Middle School.

We provide opportunities for students to perform community service. Each club is required to provide one service project per semester for its members. For example, the National Honor Society organizes a toy drive for Angel Tree, a project sponsored by the Salvation Army to provide toys to children. In addition, adult service organizations sponsor Interact and the Key Clubs. Students are encouraged to apply for the Silver Knight Award which honors community involvement. The student government

organizes the annual United Way campaign at school. We also sponsor four blood drives a year.

Our students have been recognized for their accomplishments at the local, state, and national level in mathematics, holocaust studies and Vocational Programs. The Florida High School Activities Association has recognized our athletic program among the state's most successful programs and the Miami Herald newspaper has recognized the program for its excellence. Additionally, individual coaches as well as student athletes have received recognition.

Miami Sunset competes with private schools and other public schools. We also face competition for our upper-middle-class students by private and public schools. Because of the distance to Gulliver Preparatory School and Ransom-Everglades Preparatory School, our primary competition for students is from other public schools. The traditional magnet schools which affect us are the School for Performing and Visual Arts, MAST Academy, Coral Reef Senior High, and the International Baccalaureate Program at John Ferguson Senior High School. This has affected our enrollment.

We can compete with these schools because of our comprehensive Advanced Placement course selection. We also provide HRS certification in early childhood education and offer public service education training in teacher assisting. The latter program is one of the largest programs in the state. Our Business Technology Department offers a course which introduces students to core areas of technology. This will allow students to acquire the skills and interests to pursue more specialized computer instruction. Students will then have the opportunities to take more advanced courses in the field. Students can obtain certification in various software programs as well as network certification in our Cisco Academy. We are continuing to offer an Entrepreneurial Academy as well as an Introduction to Film and Entertainment Strand this year.

Stakeholders at Miami Sunset have input into curricular decisions primarily through the Educational Excellence School Advisory Committee. They have also provided oversight and financial support for the School Improvement Plan.

School Foundation

Leadership:

Based on the analysis of the results of the 2006-2007 Organizational Performance Improvement Snapshot Assessment (OPIS), the staff strongly agrees that the administration continues to provide appropriate guidance, organization, and support. The staff maintains a vision, mission and direction that focus on student learning. The faculty and staff continue to be involved in decisions that affect the entire school. Leadership allocates and aligns the human, instructional, financial and physical resources to support student learning. Ongoing professional development is available for professional growth within the learning community. School site-management continues to provide support to achieve our mission.

District Strategic Planning Alignment:

Based on the analysis of the results of the 2006-2007 OPIS, the staff agrees that they are aware of the plan for instructional improvement. The staff utilizes instructional strategies and continues to provide services that facilitate learning for all students in keeping with the needs of the community. The faculty and staff continue to align instruction with the school's mission, expectations for student learning, and action plans. Evidence is shown that the administration values and respects the input and ideas of all stakeholders.

Stakeholder Engagement:

Based on the analysis of the results of the 2006-2007 OPIS, Miami Sunset agrees that customer and market is an area of strength. Staff agrees that they are allowed to make decisions to solve problems for their customers. They continue to communicate to all stakeholders the expectations for student learning and the results of school improvement efforts. Effective communication among all stakeholders is ensured. Miami Sunset continues to search for additional effective ways to foster better lines of parental communication and involvement.

Faculty & Staff:

Based on the analysis of the results of the 2006-2007 OPIS, the staff agrees that Miami Sunset fosters a safe and orderly environment that promotes honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect. Staff continues to assess their own work products and makes appropriate changes to improve performance. Staff continuously participates in training to improve and acquire new skills.

Teacher Mentoring Programs: New teachers are provided with an experienced or Nationally Board Certified Teacher. The mentor meets with the teacher and provides assistance throughout the school year. In addition, the assistant principal for curriculum meets with new teachers monthly to provide guidance and support and review pertinent information. National Board also offers mentoring programs, for both new and experienced teachers, through after school classes.

Data/Information/Knowledge Management:

Miami Sunset continues to provide a safe-work place. Staff continuously focuses on their work. However, staff feels that there is a lack of recognition for individual staff achievements.

Education Design:

Staff strongly agrees that their work products meet all requirements for high quality and excellence. A high level of job satisfaction and accountability for one's work is evident. Opportunities for stakeholders to contribute to the development and implementation of the School Improvement Plan are provided.

Extended Learning Opportunities: Funds continue to be available for sufficient resources to support the vision, mission, beliefs, educational programs, and action plans for improvement.

School-wide Improvement Model: Miami Sunset employs an active school improvement team composed of the administrative team, representative school staff, and community stakeholders.

Advanced Courses Initiatives & Post Unitary Commitments: Miami Sunset offers a variety of advanced courses and opportunities for Dual Enrollment.

Performance Results:

Staff is comfortable with analyzing the quality of their work. Based on their analysis they are able to make decisions and adjustments needed to improve their job performance. Administration continues to provide professional development for school personnel to help them implement the School Improvement Plan.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Tenth grade students showed a decrease of one percent in the number students scoring Level 3 and above, from 30 percent to 29 percent. The white subgroup scored 37 percent, a decrease of 4 percentage points. The African-American subgroup scored 26 percent, remaining constant in the number of students scoring at or above grade level. The Hispanic subgroup scored 32 percent, twelve percentage points below the required 44 percent to be at or above grade level. The Economically Disadvantaged students scored 26 percent, 18 percentage points below the required 44 percent to be at or above grade level. The Limited English Proficient subgroup scored 10 percent, decreasing a percentage point in the number of students scoring at or above grade level. The Students with Disabilities scored 11 percent, not reaching the required 44 percent reading at or above grade level. Forty-three percent of students in grades nine and ten have not demonstrated appropriate learning gains.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Reading Test.

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop Intensive Reading Plus sections for students who need remediation in decoding.	Reading Coach, Administrative Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify high and low level 2 students and schedule them in homogenously grouped English classes with a focus on reading.	Administrative Team, Counselors, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enroll all FCAT level 1 and 2 students identified in grades 9-12 in an Intensive Reading Class.	Administrative Team/ Counselors/Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Read 180 in ninth grade Intensive Reading classes, and ninth and tenth grade	Intensive Reading Teachers, Reading Coach, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$9000.00

Special Education Intensive Reading classes.	for Curriculum				
Provide words of the day via television to increase student vocabulary in all classes.	Literacy Leadership Team, Test Chairperson, Language Arts Department, Administrative Team	8/14/2006	5/30/2007	District-wide literacy plan	\$3000.00
Develop a tutorial program in all academic areas for all students, sponsored by the National Honor Society (NHS), to assist students in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their content area skills.	Literacy Leadership Team, NHS, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Student Performance Indicator data, Snapshot and MAZE scores to target specific students' needs.	Language Arts Department, Administrative Team, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$7800.00
Use a comprehensive intervention program, Program Language!, in all Intensive Reading Plus classes.	Intensive Reading Teachers, Reading Coach, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Daily Strategic Reviews in Language Arts to provide timed practices of reading passages.	Language Arts Department, Reading Coach, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide differentiated instruction across the curriculum implementing CRISS strategies, Reciprocal Teaching, and FCAT Explorer	Language Arts Department, Reading Coach, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide FCAT tutoring after school and on Saturdays to ensure that the academic needs of the students are being met and to help maintain students with FCAT Levels 3 or higher.	Selected Faculty Members, Administrative Team	8/14/2006	5/30/2007	Mentoring Opportunities	\$8000.00
Review Academic Improvement Plan data quarterly to ensure that students identified as not making adequate yearly progress in the No Child Left Behind Act are improving in designated areas using the Continuous Improvement Model.	Literacy Leadership Team, Language Arts Department, Reading Coach, Administrative Team, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage Language Arts teacher to attend Pre-AP and AP workshops in order to maintain students scoring level 3 and above.	Language Arts Department AP Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide time for teachers to meet in their Small Learning Communities to plan collaboratively to align curriculum while emphasizing a strong focus in reading and vocabulary, using the Continuous Improvement Model.	Administrative Team, Reading Coach, Small Learning Community Leaders	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00

Implement and utilize curriculum maps in all Language Arts classes, using the state adopted Literature textbook, grades nine through twelve.	Literacy Leadership Team, Language Arts Department, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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Research-Based Programs

McDougall Littel Language of Literature Series (state adopted)-Literature textbook for students in grades nine through twelve.

Read 180

Program Language! (Spris West)

IMPACT

Professional Development

Creating Independence through Student-Owned Strategies (CRISS)

Curriculum mapping

Read 180

Small Learning Communities Training

Program Language! Workshops

Advanced Placement (AP) Workshops

Maze

Continuous Improvement Model (CIM)

Evaluation

This objective will be evaluated by the results of the 2007 FCAT. Other evaluations used throughout the year will be interim assessments (MAZE) and departmental midterm and final examinations. Tutoring is offered by content clusters. Tutoring will be monitored through pre and post test given.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

Ninth grade students in FCAT levels 3 and above decreased from 56 percent to 53 percent. The African-American subgroup scored 17 percent, 33 percentage points below the required 50 percent to be at or above grade level. Limited English Proficient students scored 40 percent, ten percentage points below the required 50 percent to be at or above grade level. The Students with Disabilities subgroup scored 25 percent, 25 percentage points below the required 50 percent scoring at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 63 percent of the students scoring a Level 3 and higher as documented by scores of the the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades nine and ten will improve their mathematics skills as evidenced by 56 percent of the students scoring Level 3 and higher as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Daily Strategic Reviews (DSRs) in all math classes that are of the form and rigor of FCAT.	Mathematics Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an after school program for all LEP students that will emphasize remediation in the Sunshine State Standards.	Individual Classroom Teachers, ESOL Department Chair, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide the use of the Cognitive Tutor Program in all Algebra 1 and Geometry classes.	Mathematics Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$30000.00
Implement Inclusion Program in Algebra 1, Geometry, Earth/Space Science, and Biology.	Inclusion Specialist, ESE Program Specialist, Administrative Team	8/14/2006	5/30/2007	Inclusion	\$22000.00
Provide tutoring during the school day for LEP students by the Home Language Assistance Teacher in Mathematics.	Home Language Assistance Teacher, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Utilize FCAT Explorer through all math classes.	Math Department, Media Specialist, Assitant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Bridges to Algebra for all Algebra 1 repeaters and Intensive Math classes.	Math Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$19000.00
Implement Explore Learning Program(Gizmos) in order to deepen student	Math Department, Assistant Principal of Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$4900.00

understanding and retention of content.					
Expand the mathematics program to offer additional courses for the required fourth year of math for the 2007-2008 school year.	Math Department, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Provide FCAT tutoring after school and on Saturdays to ensure that the academic needs of the students are being met and to help maintain students with FCAT Levels 3 or higher.	Mathematics Department, Administrative Team	8/14/2006	5/14/2007	Mentoring Opportunities	\$8000.00
Provide after school tutoring for Algebra I and Geometry Cognitive Tutor program, to assist subgroups not making adequate yearly progress in the NCLB, in order to improve content area skills.	Math Department Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement curriculum maps, using the core mathematics program state adopted series and using CBC and SSS, for Algebra 1, Geometry and Intensive Math.	Mathematics Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in data-driven decision making by providing them with data (SPI and Snapshot) to enable an analysis of the on-going progress of their students, using the Continuous Improvement Model.	Administrative Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$7800.00
Enroll FCAT level 1 students in grade 12 in an Intensive Math Class utilizing the Continuous Improvement Model.	Math Department Chair, Counselors, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Carnegie Learning Cognitive Tutor (Algebra I and Geometry)

The core mathematics program Glencoe state adopted series

Explore Learning Gizmos

Professional Development

Cognitive Tutor training for all Algebra I and Geometry teachers

Snapshot Training

Explore Learning Gizmos Training

Curriculum Mapping for all math classes

Bridges to Algebra

Continuous Improvement Model (CIM)

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Mathematics Test. Other evaluations used throughout the year will be Interim Assessments, Algebra I Pretest, Data Analysis, Departmental Midterm and Final Examinations. Tutoring is offered by content clusters. Tutoring will be monitored through pre and post test given.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

All students will be able to communicate effectively through writing.

Needs Assessment

Scores on the Persuasive Writing Test showed a decrease of thirteen percentage point, from 83 percent to 70 percent. The White subgroup scored 88 percent, a decrease of three percentage points. The African American subgroup scored 85 percent, a decrease of seven percentage points. The Hispanic subgroup scored 86 percent, a decrease of four percentage points. The Limited English Proficient subgroup scored 64 percent, a decrease of eighteen percentage points. Twenty-six percent of students are not meeting high standards in Writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or higher as documented by scores of the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Daily Strategic Reviews (DSRs) in all language arts classes to increase the opportunity for all students to improve their writing skills.	Language Arts Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish vertical teaming for various writing modes thereby ensuring that students are adding to their writing ability each year.	Language Arts Department	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide students with the words of the day and idiom of the week to expand their vocabulary.	Testing Chair, Language Arts Department	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00
Implement the use of writing strategies across curriculum.	School wide-Instructional Faculty Members	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the College Board's AP Potential Program to identify students who have potential to succeed in an advanced academic course.	Assistant Principal for Curriculum, Counselors	1/8/2007	5/30/2007	Community Partnerships	\$0.00
Utilize Read 180 in ninth grade Intensive Reading classes and ninth and tenth grade Special Education classes.	Intensive Reading Teachers, Reading Coach, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District-wide literacy plan	\$9000.00
Encourage teachers to attend professional conferences, writing institutes, and in-service programs.	Assistant Principal for Curriculum, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer timed Florida Writes! prompt for practice of expository and persuasive writing.	Language Arts Department, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Align curriculum, using the state adopted text book series, to Sunshine State Standards in order to provide all students with the skills necessary for academic success in writing.	Language Arts Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use SPI Data, Snapshot, and Florida Comprehensive Assessment Writing Practice scores to enable analysis of the on-going progress of students through the Continuous Improvement Model.	Language Arts Department, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$7800.00

Integrate writing in all Intensive Reading classes to increase opportunities for all students to improve on writing standards.	Language Arts Department, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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Research-Based Programs

McDougall Littel Language of Literature Series (state adopted)
Holt Rinehart & Winston Elements of Language Series (state adopted)
Read 180

Professional Development

Holistic Writing Workshops
Advanced Placement Workshops
Read 180
Snapshot Workshop
Continuous Improvement Model (CIM)

Evaluation

This objective will be evaluated by the results of the 2007 Florida Comprehensive Assessment Writing Test. Other evaluations used throughout the year will be interim assessments, Pre and Post Writing Tests, and teacher-created assessments.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Increase the scientific knowledge of all students.

Needs Assessment

Although the mean scale score in Science improved from 277 in 2005, to 284 in 2006, students in grade eleven showed no improvement in the Physical/Chemical Science, Earth/Space Science and Scientific thinking strands.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eleven will improve their science skills as evidenced by 50 percent of the students scoring Level 3 and higher as documented on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement daily strategic reviews (DSR) in all science classes that are of the form and rigor of FCAT.	Science Department, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor classroom instruction through lesson plans, benchmark assessments, and district approved quarterly assessment.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct weekly laboratory hands-on activities using inquiry-based thinking skills for all science classes.	Science Department, Science Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide FCAT tutoring after school to ensure the academic needs of students are being met and to help maintain students with FCAT Levels 3 or higher.	Science Department, Individual Teachers, Administrative Team	8/14/2006	5/30/2007	Mentoring Opportunities	\$3000.00
Provide tutoring during the school day for LEP students by the Home Language Assistance Teacher in Science.	Home Language Assistance Teacher, Assistant Principal for Curriculum	8/14/06	5/30/2007	Dual Language Education	\$0.00
Implement Explore Learning Program (Gizmos) in order to deepen student understanding and retention of content.	Science Department Assistant Principal of Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in data-driven decision making by providing them with Student Performance Indicator data and Snapshot to enable an analysis of the on-going progress of their students using the Continuous Improvement Model.	Science Department, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$7800.00

Research-Based Programs

Explore Learning Gizmos

Professional Development

Snapshot Training

Explore Learning Program Training (GIZMOS)

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Science Test. Other evaluations to be used will be Interim District Approved Assessments, Departmental Midterm and Final Examinations.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Miami Sunset faces the challenge of involving parents and community members. Although parents are encouraged to participate in school activities, parental attendance was low during the 2005-2006 school year as evidenced by .05% of parents attending Open House and AP Potential Night. Some parents may be employed in more than one job, with limited time to spare to attend their child's academic and social activities. The school continues to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2006-2007 school year.

Measurable Objective

Increase parental participation in Open House Night and AP Potential Night by one percent as evidenced by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct grade level orientations, college application, and financial aid meetings for parents in the evening.	Administrative Team, CAP advisor, Career Specialist, AP teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	EESAC Chair, Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Advertise events on flyers, posters & marquee to raise community and parental awareness and involvement.	Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$1500.00
Conduct a Parent Teacher Student Association (PTSA) drive to increase parent, teacher, and student participation in the PTSA.	PTSA President, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Invite parents to award ceremonies honoring the achievements of selected students.	Administrative Team, Activities Director	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase parental involvement by utilizing the Parent Academy and Parent Resource Center.	PTSA President, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize Connect Ed phone service to invite parents to school sponsored activities and notify them of pertinent information.	Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Invite parents to attend an Advanced Placement Potential Meeting to inform them of advanced academic programs and provide question/answer session.	A.P. Administrator, Assistant Principal for Curriculum, A.P. Teachers	1/17/2007	1/24/2007	Transition and Articulation Programs	\$0.00
Attend Town Hall meetings for community networking.	Administrative Team	10/2/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Parent Teacher Student Association (PTSA)/PTA
Families Building Better Readers
Center for Effective Parenting

Professional Development

EESAC training
Parent Nights (Orientations, Open House, Financial Aid, A.P. Potential)
Parent Academy

Evaluation

The objective will be evaluated by attendance logs at Open House Night and AP Potential Night.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

After reviewing 2005-2006 Student Case Management Referrals, the staff feels there is a need to more closely monitor the number of outdoor suspensions.

Measurable Objective

Using the Code of Student Conduct-Secondary Handbook, there will be a reduction of three percent in the number of outdoor suspensions, as evidenced by the Executive Summary Report of Student Case Management Referrals.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop Critical Incident Report Team to ensure a safe learning environment.	Principal/Assistant Principal	8/3/2006	8/31/2006	District Strategic Plan	\$0.00
Conduct Evacuation Lock Down drills to prepare for emergency situations.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct student orientations to communicate school discipline policies to all stakeholders.	Administrative Team	8/14/2006	8/31/2006	District Strategic Plan	\$0.00
Refer students identified with anger management problems to the TRUST counselor.	Faculty and staff, Alternative Education Staff, Administrative Team, School Resource Officer	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Provide students/parents with the Code of Student Conduct-Secondary Handbook.	Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct student and parent orientation meetings to communicate school discipline policies to all stake holders.	Administrative Team	8/3/2006	9/6/2006	Community Partnerships	\$6300.00

Research-Based Programs

Not Applicable

Professional Development

Critical Incident Response plan workshop

Code of Student Conduct-Secondary workshop

Evaluation

The Executive Summary Report of Student Case Management Referrals provided by Informational Technology Services will be used to compare 2006-2007 data to the previous year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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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 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Although 100 percent of the building is fully wired, there is still a need to wire all relocatables, in order to effectively maintain attendance records using the electronic gradebook.

Measurable Objective

Teachers recognize the need to decrease the number of students with three or more absences. One hundred percent of the teachers utilize the district webbased electronic gradebook to record daily school attendance as evidenced by the daily generated report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training in the use of Student Performance Indicators(SPI)and Snapshot.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$7800.00
Utilize SPI data and Snapshot to target specific students' needs.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote and encourage the use of the Parent/Student Grade Book Viewer.	Administrative Team, Grade Book Manager, Computer Specialist, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide training for teachers on using the District web-based electronic grade book.	Grade book administrator, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assign four contact teachers as Grade Book Specialists.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Purchase additional computers to support implementation of technology throughout the curriculum.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00
Continue to develop informational technology and digital communication related Small Learning Communities.	Assistant Principals for Technology and Curriculum, Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Complete wiring of relocatables for Internet access.	Principal	8/14/2006	10/31/2006	District Strategic Plan	\$65000.00

Research-Based Programs

Not Applicable

Professional Development

Grade Book Training

Snapshot Training

Evaluation

This objective will be evaluated based on the results of the daily weekly attendance reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

The school will promote the overall health and fitness of students.

Needs Assessment

Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. Last year, Miami Sunset had 65 percent of students classified as award recipients.

Measurable Objective

Given instruction in physical education classes, students will improve their fitness as evidenced by 72 percent of students becoming award recipients as measured by the 2007 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use pre and post test to determine fitness levels.	Physical Education (PE) Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize the importance of physical and nutritional needs to students throughout their health classes.	PE Department, Health Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that instructional time is dedicated to fitness related activities on a daily basis, in order to improve cardiovascular, flexibility, and muscular strength and endurance.	PE Department Chair, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop departmental quarterly assessments to assess levels of physical fitness.	PE Department, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide technology training to physical education staff on the Tri-fit system.	PE Department, Computer Specialists, Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue developing a Small Learning Community in the area of health and fitness.	Assistant Principal for Curriculum, Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Communicate the results of the quarterly assessments with parents/guardians via letters home.	PE Department , Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Use FITNESSGRAM to assess, enhance and maintain fitness.	PE Department, Computer Specialists, Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESS GRAM PROGRAM

Professional Development

FITNESSGRAM workshops

Fitness Conference

Small Learning Communities workshops

Evaluation

This objective will be evaluated based on the progress of the 2006-2007 quarterly assessments, FITNESSGRAM, and other teacher-created assessments.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest in technology.

Needs Assessment

Miami Sunset Senior High School provides students with the motivation needed to be successful in school. Sunset promotes the study of technology and is interested in helping all students achieve the best education possible through all areas of the curriculum.

Measurable Objective

Miami Sunset Senior High School will increase its number of elective offerings by two courses in technology as compared to courses offered in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide extra-curricular activities that are based on the beliefs and mission of the school by meeting the needs and interest of the students.	Activities Director, Athletic Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide transportation to students participating in extra-curricular activities.	Activities Director, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Maintain and communicate to the stakeholders, through flyers and letters, a set of policies, procedures, and guidelines that govern student participation in school-sponsored extra-curricular activities.	Activities Director, Athletic Director, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Articulate with feeder schools to assess student interests.	Assistant Principal for Curriculum, Leadership Team, Literacy Leadership Team, Student Services staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer a curriculum to include more technology courses.	Assistant Principal for Curriculum, Department Chairs	11/1/2006	5/30/2007	Expanding arts opportunities	\$0.00
Offer a curriculum that includes interdisciplinary and cross-curricular experiences in math, science, language arts, and social studies.	Assistant Principal for Curriculum, Department Chairs	11/1/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Small Learning Communities

National Academy Foundation (NAF) Conference

Florida Career Choices workshop

Evaluation

This objective will be evaluated based on the number of technology courses offered in the 2007-2008 Curriculum Bulletin and Master Schedule.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

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 FLDOE indicate that in 2004, Miami Sunset Senior High School ranked at the 80th percentile on the State of Florida ROI index.

Measurable Objective

Miami Sunset Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 80th percentile in 2004 to the 83rd percentile 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.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attain more information about the use of financial resources in relation to school programs.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reconfigure existing resources and take advantage of broader resource bases.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Administrative Team, Adult Education Administrative Team, Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review school budget periodically to assess fiscal needs and redistribute funds, as needed.	Administrative Team	8/14/2006	5/30/2007	Career Development Programs	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Regional Center VI Principal/Assistant Principal meetings

EESAC/PTSA meetings

Small Learning Communities workshops

Evaluation

On the next State of Florida ROI index publication, Miami Sunset Senior High School will show progress toward reaching the 83rd percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

All students will graduate from high school within a 4-year period.

Needs Assessment

In 2005, Miami Sunset’s graduation rate was 70 percent. This was a decrease of three percent from the previous school year. Secondary reform research indicates that the creation of Small Learning Communities in high schools will produce higher achievement levels, higher graduation and lower dropout rates.

Measurable Objective

Miami Sunset Senior High School will increase the graduation rate from 70 percent in 2005 to 71 percent in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify school based leadership team.	Administrative Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Review career education programs/academies with the school community.	Counselors, Administrative Team Leadership Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Administrative Team, Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Research community partnerships associated with career/academy theme.	Administrative Team, Leadership Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop a master schedule to accommodate the required courses for the Small Learning Communities.	Counselors, Administrative Team, Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Review the matrix of courses for the selection of authorized courses for the Small Learning Communities.	Administrative Team, Leadership Team	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Offer courses to complete graduation requirements and further explore career options.	Administrative Team, Adult Education Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Secondary School Reform (SSR) Framework

Harvard Wide-World Online

Professional Development

College and State University admissions workshops

Small Learning Communities workshops

Florida Career Choices workshops

National Academy Foundation (NAF)

Evaluation

This objective will be evaluated by the No Child Left Behind (NCLB) Adequate Yearly Progress Report indicating the graduation rate for the 2006 school year.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC recommended that the discretionary budget support FCAT enhancement. This would include not only staff allocations, but curricular materials as well.

Training:

The EESAC recommended that all instructional staff participate in in-service activities to incorporate the Sunshine State Standards strategies into the curriculum. The EESAC also recommended that teachers take advantage of programs offered by local, state, and national subject area organizations.

Instructional Materials:

The EESAC recommended that teachers choose instructional materials that support the Sunshine State Standards strategies. Instructional materials should include print as well as non-print materials. Specific attention should be given to low readability and high concept materials to facilitate ESOL instruction, Intensive Reading instruction, and Science.

Technology:

The EESAC recommended that teachers should include technology in instruction. The EESAC also recommended the purchase of computers to run software provided by the textbook publishers, as well as LCD projection monitors. Teachers will be given opportunities to participate in instructional workshops to enhance their knowledge of curricular information on the internet, and to improve their use of software applications. Three teachers receive supplements for technology support for instructional staff.

Staffing:

The EESAC recommended that technology facilitators continue to support our use of technology. The EESAC also recommended that the test chairperson be maintained because of the importance of testing and a large student population.

Student Support Services:

The EESAC recommended that the counselors continue to participate in the grade level evening meetings to disseminate curricular information. The EESAC also recommended that the counselors be available throughout the day through flexible scheduling.

Other Matters of Resource Allocation:

The EESAC recommended that it would consider funding requests to support activities other than FCAT enhancement.

Benchmarking:

The EESAC recommended the continuation of vertical teaming with the Miami Sunset Senior High School feeder pattern middle schools. This has allowed us to expand our Advanced Placement program by making it accessible to minority students. However, we should continue to explore ways to maintain enrollment.

School Safety & Discipline:

The EESAC recommended the continuation of Saturday School as an alternative to suspension.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$32,800.00
Goal 2: Mathematics	\$91,700.00
Goal 3: Writing	\$19,800.00
Goal 4: Science	\$10,800.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$6,300.00
Goal 7: Technology	\$96,800.00
Goal 8: Health & Physical Fitness	\$500.00
Goal 9: Electives & Special Areas	\$5,000.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$265,200.00

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