
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7741 - Southwest Miami Senior High School

FeederPattern: Southwest Miami Senior

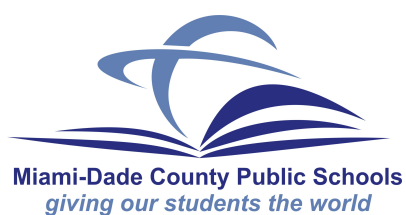
Region: Regional Center V

District: 13 - Miami-Dade

Principal: James Haj

*Adult/Vocational
Principal:* Carol Wright

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Southwest Miami Senior High School

Southwest Miami High School is a public, non-profit organization in the Miami-Dade County Public School System in Miami-Dade County, Florida. Founded in 1956, the school is situated on 22.94 acres in a middle class, predominantly Hispanic community in the Southeastern United States. The school currently serves 9th through 12th grade students with an enrollment of 3,096 students. There are 290 full and part-time faculty and staff members providing services to students and stakeholders in various instructional and extracurricular programs. Together, key stakeholders work cooperatively to develop and deliver the following academic programs to increase student achievement, self-confidence, and provide services to our customers: Florida Sunshine State Standards, Competency-Based Curriculum, Special Education (Gifted, Gifted/Learning Disabled, Varying Exceptionalities, Deaf/Hard of Hearing, Trainable Mentally Handicapped, Educable Mentally Handicapped, Academy of Banking and Finance, English for Speakers of Other Languages, and JROTC. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified the following objectives as the schoolwide priority for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of students in grades 9 and 10 scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the African-American subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Hispanic subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Limited English Proficiency subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain and/or improve their mathematics score as evidenced by a 2 percentage point increase in the percent of students scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the African-American subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the Limited English Proficiency subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing scores as evidenced by a 1 percent increase in reaching the state required mastery level of 3.5 or higher on the 2007 administration of the FCAT Writing test, as compared to 88% meeting high standards on the 2006 administered FCAT.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by a minimum of 46% of students in grade 11 scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT.

Given the documented importance of the relationship between parental involvement and academic success Southwest Miami High School will increase parental involvement in the 2006-2007 school year by 3%.

Given the need for students to spend as much time as possible in the safest learning environment , the percentage of students assigned to indoor/outdoor suspension will decrease by 2 percentage points during the 2006-2007 school year as compared to the suspension rate data provided by the COGNOS report.

Given the need for all teachers to use technology effectively, 100% of teachers will fully implement the electronic grade book as mandated by the district for the 2006-2007 school year.

Given the instruction using the Sunshine State Standards and the District initiative targeting the physical well being of students and participation in Physical Education classes, the percentage of students improving their performance based on the comparison of the pre/post FITNESSGRAM will increase by 3%.

Given the need for higher achievement in elective courses the number of students taking Advanced Placement classes will increase by 2 percentage points when compared to the number of students enrolled in Advanced Placement classes in the 2006-2007 school year.

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2005 to the 77th percentile on the next publication of the index.

The percentage of students graduating with a standard high school diploma will increase from 67% to 68% on the next publication of the graduation rate.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Southwest Miami Senior High School

VISION

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

MISSION

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

CORE VALUES

High Standards

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Southwest Miami High School, located at 8855 S.W. 50th Terrace, Miami, Florida, 33165, was established in 1956 with its first graduating class in 1959. Southwest Miami High School has a current enrollment of 3,096 students. The student population is approximately 87% Hispanic, 10% White, non-Hispanic, 2% Black, 1% Asian, and 1% other. Presently, 9.7% of the students are identified as Limited English Proficient, 21.2% are in the Special Education Program, with an inclusion rate of 84%. Additionally, 24% qualify for the free/reduced meal program. Southwest Miami High School serves special programs including the Academy of Banking and Finance, JROTC, ESOL, and SPED, which includes, Varying Exceptionalities such as Learning Disabled, Trainable Mentally Handicapped, Gifted/Learning Disabled, and Deaf/Hard of Hearing. There are 290 full-time and 36 part-time employees comprised of one principal, four assistant principals, 122 classroom teachers, 35 Special Education teachers, 10 guidance counselors, 2 librarians, 18 teacher aides, 19 clerical, and 19 custodians. The average of years teaching in Florida is 12 years with a 7.0% rate of beginning teachers. There are 6 teachers and 3 counselors that have received the National Board certification. Instructional personnel diversity is represented as follows: 34% White, Non-Hispanic, 16% Black, Non-Hispanic, 47% Hispanic, and 3% Asian/American Indian. As professionals in their respective fields, 40% of teachers have earned a Masters Degree, 10% have earned a Specialist Degree, and 2% have earned a Doctoral Degree. The faculty/staff have focused on what we believe will enhance the reading, writing, mathematics, and science skills of all our students. These skills will enable them to reach the career goals they set for themselves. As an extended family, the faculty, staff, parents, and community/business leaders will provide an enriching and diverse teaching and learning environment in order to make Southwest Miami High School a place of educational excellence.

School Foundation

Leadership:

Results from the Organizational Performance Self-Assessment Survey indicate that the leadership at Southwest Miami High School averages a 4.2 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that the administration is frequent and/or constant with its direction, sharing of vision/mission of the school, creating a positive working environment and keeping employees involved of the day to day operations of the school.

District Strategic Planning Alignment:

Results from the Organizational Performance Self-Assessment Survey indicate that the alignment of district goals and objectives for the school and involvement of its employees in the development of said goals is sometimes conveyed to faculty/staff. Within this area, Southwest Miami High School registered an average of 3.9 on a scale of 1 to 5 (1 being never and 5 being always).

Stakeholder Engagement:

Results from the Organizational Performance Self-Assessment Survey indicate that the stakeholder engagement at Southwest Miami High School averages a 4.4 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that they frequently have the autonomy to make decisions to improve their work and service the customers.

Faculty & Staff:

Results from the Organizational Performance Self-Assessment Survey indicate that the faculty and staff and/or human resource focus is at Southwest Miami High School an average of 4.1 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School feel that most of the time they are employed in a caring and safe working environment and work collaboratively to promote school goals and vision.

Data/Information/Knowledge Management:

Results from the Organizational Performance Self-Assessment Survey indicate that the faculty and staff and/or human resource focus is at Southwest Miami High School an average of 4.4 on a scale of 1 to 5 (1 being never and 5 being always). Therefore, employees at Southwest Miami High School frequently have the ability to utilize data to monitor their progress and make necessary changes to improve school functions.

Education Design:

Results from the Organizational Performance Self-Assessment Survey indicate that the educational design and/or process management at Southwest Miami High School an average of 4.0 on a scale of 1 to 5 (1 being never and 5 being always). The area of most concern for employees at Southwest Miami High School was the availability of resources

Performance Results:

Results from the Organizational Performance Self-Assessment Survey indicate that the business and/or performance results Southwest Miami High School an average of 4.1 on a scale of 1 to 5 (1 being never and 5 being always). Employees at Southwest Miami High School feel that they are satisfied with their work site, have high standards and ethics, and that their work site shows concern for the success of the school and the extended community.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 42% of students have met high standards, 60% had learning gains, and 60% of the lowest 25% had adequate learning gains. Scores for the 9th grade 2006 FCAT Reading increased in one benchmark. Reference/Research increased from 50% to 64% (+14%) when compared to the 2005 FCAT Reading test. The three benchmarks that decreased in the 9th grade 2006 FCAT Reading administration are Words/Phrases from 67% to 50% (-17%), Main Idea/Purpose from 63% to 55% (-8%), and Comparisons from 64% to 60% (-4%) from the 2005 9th grade results. Scores for the 10th grade 2006 FCAT Reading increased in three benchmarks. Main Idea/Purpose increased from 53% to 63% (+10%), Comparisons from 60% to 69% (+9%), and Reference/Research from 47% to 63% (+16%). The one benchmark that decreased in the 10th grade 2006 FCAT Reading administration is Words/Phrases from 57% to 50% (-7%). In addition, the following sub-groups did not score at or above grade level: Black (35%), Hispanic (35%), Economically Disadvantaged (31%), Limited English Proficiency (10%), and Students with Disabilities (21%). The sub-groups that did not score at or above grade level are the following: African-American (35%), Hispanic (35%), Economically Disadvantaged (31%), Limited English Proficiency (10%), and Students with Disabilities (21%).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of students in grades 9 and 10 scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the African-American subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Hispanic subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Limited English Proficiency subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their reading skills as evidenced by a minimum of 51% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at FCAT Achievement level 3 or higher.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model to support school-wide reading initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify all 9th and 10th grade FCAT Level one and two students and FCAT Re-take students and schedule those students into annual intensive reading classes. Students that are not placed in an intensive reading class due to class sizes will be placed in a homogeneously grouped Language Arts class.	Principal, Assistant Principal, Reading Curriculum Leader	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Provide Home Language Assistance (HLAP) services to levels 3 and 4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/31/2006	5/30/2007	District-wide literacy plan	\$0.00
Enroll all Level 1 students including students with Disabilities in an uninterrupted 90 minute block of the READ 180 program.	Principal, Assistant Principal of Curriculum, Reading Curriculum Leader, Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify Students with Disabilities that will be enrolled in inclusion classes that will allow them to receive grade level instruction as well as additional assistance from an SPED teacher.	Principal, Assistant Principal of Curriculum , ESE Program Specialist	8/31/2006	5/30/2007	District-wide literacy plan	\$0.00
Give teachers access to SPI so they can utilize the data to differentiate by content cluster and individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Reading Curriculum Leader, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide extended learning opportunities in reading through Saturday Academy, after school FCAT Tutoring to all students scoring in FCAT levels 1 and 2 using FCAT Explorer, FL Achieves and Homeroom.com.	Principal, Assistant Principal of Curriculum, selected Language Arts/Reading Teachers	8/14/2006	5/11/2007	District-wide literacy plan	\$15000.00
Incorporate the use of Media Center resources as part of classroom instruction through the use of technology available for teachers, supplementary materials, reference material, and instructional programs like AR and STAR.	Principal, Assistant Principal of Curriculum, Media Specialist	8/31/2006	5/30/2007	District Strategic Plan	\$0.00
Train all teachers on the use of CRISS and how to implement the strategies across all content areas.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading teachers will use Creating Independence through Student-Owned Strategies (CRISS) and consumable "Source Books" by Great Source, "Mastering the FCAT" workbook by Amsco, Vocabulary for Achievement by Great Source, and "Aim Higher" by Great Source. In addition, at-risk students enrolled in selected Intensive Reading classes utilize the READ 180 program. Every student is assigned a Glencoe "Writer's Choice" Textbook and a McDougal Littell "Language of Literature" Textbook through their Language Arts classes. In addition to these textbooks, there are two consumable workbooks assigned; "FCAT Preparation and Practice" by McDougal Littell and "Grammar and Composition" by Glencoe. Grade 10 teachers have a class set of "Preparing for the FCAT" grade 10 by AMSCO and "Florida Writes" by AMSCO. Level 1 and 2 students and all 9th and 10th grade students participate in the Accelerated Reader program by Renaissance Learning. In addition, all Level 1 and 2 students and all 9th grade students participate in the STAR program by Renaissance Learning. Teachers and tutors are incorporating computer assisted technology, such as FL Achieves, FCAT Explorer, and Homeroom.com.

Professional Development

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

Evaluation

This objective will be evaluated by scores of the ninth and 10th grade students on the 2007 FCAT Reading administration, as compared to the results of the 2006 FCAT Reading administration. Intensive Reading teachers will utilize and administer additional screening and diagnostic tests, such as SRI, MAZE, DAR, and CELLA for Level 1 students as needed. Feedback from follow-up visitations by staff from the Division of Language Arts/Reading on the implementation of CRISS by teachers who have been trained will be provided. Student grade reports will be reviewed quarterly. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation. The STAR will be administered at least three times and the information gathered will be utilized to determine Reading levels and Reading ranges. Results from the AR test will be utilized to monitor student progress in reading comprehension.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in all NCLB subgroups in grades 9 and 10 will improve and/or maintain their mathematics performance as evidenced by an increase in FCAT Mathematics achievement levels.

Needs Assessment

Results of the 2006 FCAT Mathematics test indicate that 66% of students have met high standards, 60% had learning gains, and 60% of the lowest 25% had adequate learning gains. Scores for the 9th grade 2006 FCAT Mathematics test increased in one benchmark. Data Analysis increased from 50% to 63%(+13%) when compared to the 2005 FCAT Mathematics test. The one benchmarks that decreased in the 9th grade 2006 FCAT Mathematics administration is Geometry from 45% to 36%(-9%). The three benchmarks that remained the same in the 9th grade 2006 FCAT Mathematics are Measurement (43%), Numbers Sense (50%), and Algebraic Thinking (50%). Scores for the 10th grade 2006 FCAT Mathematics test increased in two benchmarks. Geometry increased from 29% to 43% (+14%), Algebraic Thinking from 36% to 43%(+7%), and Data Analysis from 36% to 45% (+9%). The two benchmarks that remained the same in the 10th grade 2006 FCAT Mathematics administration are Numbers Sense (55%) and Measurement (30%). The sub-groups that did not score at or above grade level are the following: African-American (40%), Limited English Proficiency (31%), and Students with Disabilities (32%).

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain and/or improve their mathematics score as evidenced by a 2 percentage point increase in the percent of students scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the African-American subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the Limited English Proficiency subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their mathematics score as evidenced by a minimum of 56% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Using the Student Performance Indicators (SPI), Mathematics teachers will focus on the two weakest strands and provide concentrated instruction.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide mathematics curriculum initiatives.	Principal, Assistant Principal, all Instructional Personnel	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide extended learning opportunities in mathematics through Saturday Academy and afterschool FCAT Tutoring to all students scoring in FCAT levels 1 and 2 through FCAT Explorer and Homeroom.com	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers, Media Specialist	8/14/2006	5/11/2007	Continuous Improvement Model	\$0.00
Monitor and place students in VE and Inclusion classes in danger of failing on weekly progress reports while maintaining/increasing parental contact .	Principal, ESE Curriculum Leader, Student Services	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align curriculum among grade levels vertically and horizontally using the grade level scope and sequences and data-driven assessments.	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Provide Home Language Assistance (HLAP) services to Levels 3 and 4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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Research-Based Programs

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

Professional Development

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

Evaluation

These objectives will be evaluated by the scores of the 9th and 10th grade students on the FCAT Math scores as compared to the 2006 FCAT Mathematics Examination. Interim assessment reports will provide formative assessment, which will be used to monitor student progress. Assessments created through Examview will also be utilized to monitor student progress. District assessments will be administered and graded through Edusoft. The data compiled will assist the teachers in modifying instruction.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grade 10 will increase their writing performance as evidenced by an increase on the 2007 FCAT Writing Test to attain the No Child Left Behind Act requirement of increasing student writing performance by one percent.

Needs Assessment

Results of the 2006 FCAT Writing indicate that 78% of the students have met the state required mastery level. More specifically, 90% of grade 10 students (including all subgroups) scored a 3.0 or higher on the expository prompt, a six percent increase from the 2005 results. In addition, 86% of grade 10 students (including all subgroups) scored a 3.0 on the persuasive prompt, a one percent increase from the 2005 scores. In general, there was a one percent increase noted on the 2006 FCAT Writing from 87% in 2005, as compared to 88% in 2006, thus meeting our goal for the 2005-2006 School Performance Excellence Plan. All No Child Left Behind (NCLB) subgroups increased in performance, for example: Hispanic 84% (2005) to 87% (2006); Economically Disadvantaged 75% (2005) to 82% (2006); Students with Disabilities 65% (2005) to 80% (2006); and Limited English Proficiency 52% (2005) to 55% (2006).

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 10 will improve their writing scores as evidenced by a 1 percent increase in reaching the state required mastery level of 3.5 or higher on the 2007 administration of the FCAT Writing test, as compared to 88% meeting high standards on the 2006 administered FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule at least two FCAT style writing assignments each grading period in all content areas. The pre/post tests will be holistically graded by the writing assessment team.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Teachers will utilize CRISS strategies to strengthen student writing skills as documented in teacher lesson plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer a pre-test and post-test to assess learning gains in writing and provide remediation based on data gathered.	Principal, Assistant Principal, Language Arts Curriculum Leader, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide instruction in all Language Arts classes targeting the various models of expository writing as required on the FCAT Writing test.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Home-Language Assistance (HLAP) services to Levels 3 and 4 ESOL students in content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the use of dictionaries and	Principal, Assistant Principal of	8/14/2006	5/30/2007	Continuous	\$0.00

thesauris in the Language Arts and Reading Classrooms.	Curriculum, Language Arts Curriculum Leader, Language Arts Teachers, Media Specialist		Improvement Model	
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Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by the scores of the 10th grade students on the 2007 FCAT Writing exam, as compared to the results of the 2006 FCAT Writing exam. Feedback from follow-up visitations by staff from the Division of Language Arts/Reading on the implementation of CRISS by teachers who have been trained will be provided. A pre and post district issued writing assessment will be administered and the results will be scored holistically by an FCAT writing assessment committee.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in all NCLB subgroups in 11th grade will improve and/or maintain their Science performance as evidenced by an increase in FCAT Science achievement levels.

Needs Assessment

Results of the 2006 FCAT Science Test indicate that 21% of students have met high standards. Scores for the 11th grade 2006 FCAT Science increased in two benchmarks. Physical/Chemical increased from 36% to 38% (+2%) and Life/Environmental also increased from 36% to 40% (+ 4%) when compared to the 2005 FCAT Science test. The two benchmarks remained the same in the 11th grade 2006 FCAT Science administration are Earth/Space (45%) and Scientific Thinking (50%).

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by a minimum of 46% of students in grade 11 scoring at FCAT Achievement level 3 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Scope and Sequence for Earth/Space, Biology, Physical Science, and Chemistry provided by the District.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Creating Independence Through Student-Owned Strategies (CRISS) in Science to expose students to higher order thinking skills.	Principal, Assistant Principal, Science Curriculum Leader, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a Science FCAT tutoring program after school to prepare students for the 2007 Science FCAT.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/14/2006	5/11/2007	Continuous Improvement Model	\$0.00
Utilize lab reports in all science classes to promote reading , writing, mathematics, and data interpretation skills.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of hands-on activities in the classroom through the use of the activity package provided by the Division of Math and Science as a supplement to the Science Activity package created by the members of the science department at the school site.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the 8-Step Continuous Improvement Model targeting science assessments.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/31/2006	5/30/2007	Continuous Improvement Model	\$0.00
Give teachers access to SPI so they can utilize the data to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide training for teachers on "Teacher Works" to maximize the use of resources and technology in the classroom.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Textbooks used to target benchmarks on the FCAT Science are “Physical Science with Earth Space Science” by Glencoe, “Chemistry: Matter and Change” by Glencoe, “Modern Chemistry, 2006 Edition” by Holt, Reinhart and Winston, “Chemistry: The Central Science, AP” by Prentice Hall, and Preparation for the FCAT Science” by AMSCO.

Professional Development

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

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Science examination, as compared to the results of the 2006 FCAT Science examination. Student grade reports will be reviewed quarterly. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

GOAL 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

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

At Southwest Miami High School, parental involvement varies depending on the focus of the activity. Activities and athletic events generally involve a larger number of parents. During the 2006-2007 school year, Open House registered an increase of the number of parents visiting the school when compared to the available data from the 2005-2006 school year. However, there is still an evident need to create a plan of action to increase parental involvement in academic areas.

Measurable Objective

Given the documented importance of the relationship between parental involvement and academic success Southwest Miami High School will increase parental involvement in the 2006-2007 school year by 3%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain a Parent Resource Center with information such as volunteer registration process and Parent Academy.(PTA Standard #1)	Principial, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide the PTSA with a link on the school website to post pertinent information to the community. (PTSA Standard #1)	Principal Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Host Open House and Resource Fair to communicate curriculum offerings and learning expectations. (PTSA standard #4)	Principal Administrative Team	9/13/2006	9/13/2006	Continuous Improvement Model	\$0.00
Schedule Senior Parent Nights to inform parents about credit requirements, testing, college admissions, financial aide, senior activities, and graduation. Parent attendance is mandatory a these activities for seniors to participate in activities. (PTSA Standard #3)	Principal, Assistant Principal of Curriculum, Student Services, CAP Advisor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide opportunities for parents to utilize technology and to provide support for parents to assist students to become lifelong learners. (PTSA Standard #2)	Principial, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage parents to attend EESAC meetings by posting flyers, making announcements, and publishing dates in the neighbors section. (PTSA standard #5)	Principial, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Connect-Ed phone system to disseminate important information to parents. (PTSA Standard #1)	Principial, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA, www.pta.org

Professional Development

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

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The amount of students assigned indoor/outdoor suspension will decrease in the 2006-2007 school year.

Needs Assessment

Based on the information from the COGNOS Report, the suspension count for the 2005-2006 school year was 1,281. Given the fact that student attendance is directly related to achievement and learning gains, alternative disciplinary plans will be implemented to reduce the suspension rate during the 2006-2007 school year.

Measurable Objective

Given the need for students to spend as much time as possible in the safest learning environment , the percentage of students assigned to indoor/outdoor suspension will decrease by 2 percentage points during the 2006-2007 school year as compared to the suspension rate data provided by the COGNOS report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement peer mediation as a proactive step to de-escalate situations that may result in disciplinary action.	Principal, Administrative Team, T.R.U.S.T. Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize student disciplinary records to determine participation in extracurricular activities.	Principal, Administrative Team Curriculum Leaders Activities Director Club/Class Sponsors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide counseling services for students who have been referred due to disciplinary action through Student Services.	Principal, Administrative Team Student Services Curriculum Leaders	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Behavior Intervention Plans and complete the Functional Assessment of Behaviors for Special Education students to provide the proper support.	Principal, ESE Assistant Principal, Program Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement alternatives to indoor suspensions, such as detentions and Saturday school.	Principal, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate a mandatory school uniform policy to establish safety and security throughout the building.	Principal, Administrative Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Send home the progressive discipline plan and the tutoring schedule along with the suspension letter to keep parents up to date and the rules of the school and provide information after-school academic opportunities.	Principal, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

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

Evaluation

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

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Given the need for all teachers to use technology effectively, 100% of teachers will fully implement the electronic grade book as mandated by the district for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training on the utilization of the electronic grade book to provide students with interim progress reports.	Principal, Administrative Team, Technology Coordinator, Gradebook Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide support for teachers implementing the grade book through frequent in-services and workshops.	Principal, Administrative Team, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize jump-drives to increase the use of technology in and out of the school site.	Principal, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide support for teachers on how to implement the gradebook by continuous monitoring of the technology specialist and gradebook managers.	Principal Technology Specialist,	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with training on effectively implementing the electronic grade book for grades and attendance through in-house and district training sessions.	Principal, Administrative Team, Technology Coordinator, Gradebook Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Grade book managers will attend a workshop provided by the district to provide the necessary information to train the staff at the school site. In addition, designated staff members from individual departments will be trained to provide training to the respective departments. All teachers using the electronic grade book will attend training sessions provided at the school site. In addition, the Gradebook Managers will continue to provide training sessions throughout the course of the 2006-2007 school year. There will also be a training on how to utilize the parent/student viewer through the sweagles website.

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students in Physical Education classes will increase their overall level of physical fitness as evidenced by the students that participate in the FITNESSGRAM pre/post test.

Needs Assessment

Based on the data from the 2005-2006 school year, 70% of students in Physical Education classes that participated in the FITNESSGRAM passed at least 5 out of 6 testing items.

Measurable Objective

Given the instruction using the Sunshine State Standards and the District initiative targeting the physical well being of students and participation in Physical Education classes, the percentage of students improving their performance based on the comparison of the pre/post FITNESSGRAM will increase by 3%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate lessons on the importance of physical fitness as part of a healthy lifestyle.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide information that educates students on how to maintain and/or improve their physical fitness levels outside of school.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Educate students that despite all skill levels, they too can succeed and improve physical fitness.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use the results of the pre-test to establish realistic short-term goals to achieve medal recognition.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct a pre-test for all students participating to establish a baseline.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Educate students on the importance of proper nutrition and hydration through lesson plans and student generated work.	Principal, Assistant Principal of Curriculum, Physical education Curriculum Leader, Physical Education Teachers, Health Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the use of a new state of the art fitness center acquired through the PEP Grant.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/30/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by a comparison of the results of the FITNESSGRAM pre/post tests administered during the 2006-2007 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The amount of students enrolled in Advanced Placement classes will increase in the 2007-2008 school year.

Needs Assessment

In the 2006-2007 school year 570 students enrolled in Advanced Placement classes. This enrollment reflects 18% of the total school population at Southwest Miami High School.

Measurable Objective

Given the need for higher achievement in elective courses the number of students taking Advanced Placement classes will increase by 2 percentage points when compared to the number of students enrolled in Advanced Placement classes in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Educate students enrolled in AP courses on testing formats (e.g. slides, auditory assessment).	Principal, Assistant Principal of Curriculum, AP Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assist students with registration of AP examinations.	Principal, Assistant Principal of Curriculum, AP Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage AP enrollment through preliminary classroom visitations by Students Services and Testing Chair.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote AP enrollment of incoming students through vertical teaming.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide academic support through tutoring sessions.	Principal, Assistant Principal of Curriculum, Administrative Team	8/14/2006	5/11/2007	Continuous Improvement Model	\$0.00
Provide undergraduates with the opportunity to discuss the advantages of AP courses and examinations with alumni.	Principal, Assistant Principal of Curriculum, CAP Advisor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the SAT scores to target potential students in the Advanced Placement program.	Principal, Assistant Principal of Curriculum, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

This objective will be evaluated by an increase of Advanced Placement enrollment in the 2007-2008 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Southwest Miami High School ranked in the 75th percentile on the State of Florida ROI index.

Measurable Objective

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 75th percentile in 2005 to the 77th 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.	Principal, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

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

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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<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:

Given the Federal Mandate as outlined in the No Child Left Behind Act, Southwest Miami High School will show an increase of 1% in the graduation rate when data from the 2006-2007 school year is compared with the 2005-2006 school year.

Needs Assessment

The graduation rate shows that 67% of students graduated within four years of initial entry into ninth grade in the 2002-2003 school year. Graduates include students who received a standard high school diploma, or a State of Florida diploma (GED) earned through a GED Exit Option program.

Measurable Objective

The percentage of students graduating with a standard high school diploma will increase from 67% to 68% on the next publication of the graduation rate.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify a school-based leadership team.	Principal, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review career education programs/academies with the school community.	Principal, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Research community partnerships associated with career/academy theme.	Principal, Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Complete a comprehensive articulation plan.	Principal, Administrative Team, Student Services Curriculum Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Track incoming freshmen through Project S.O.A.R. to ensure that new students have the proper guidance and monitoring.	Principal Administrative Team, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enroll incoming 9th graders into a 9th grade transition course using "Tools for Success" as the curriculum providing them the opportunity to build skills that will assist them throughout their high school career.	Principal, Administrative Team, Student Services, 9th grade Transition Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Using the Adequate Yearly Progress Report, this objective will be evaluated by comparison of the 2007 graduation rate with the 2006 graduation rate. Quarterly reviews of student grades will provide formative assessment and program direction.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

The EESAC Committee recommends that the school maintain the current staff enrollment. The Intensive Reading program should continue to emphasis upon addressing the needs of students scoring at levels 1 and 2 on the 2006 administration of the FCAT.

Student Support Services:

The EESAC Committee continues to invite a Student Services Representative to all meetings. Student Services information is presented to the EESAC Committee and their input is taken into consideration. Counselors continue to be available during the first 10 minutes of lunch at the Adult Education counter to assist students with short answers and make appointments for issues that are more time consuming.

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$15,000.00

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