

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## American Senior High School (7011)

Feeder Pattern - American Senior

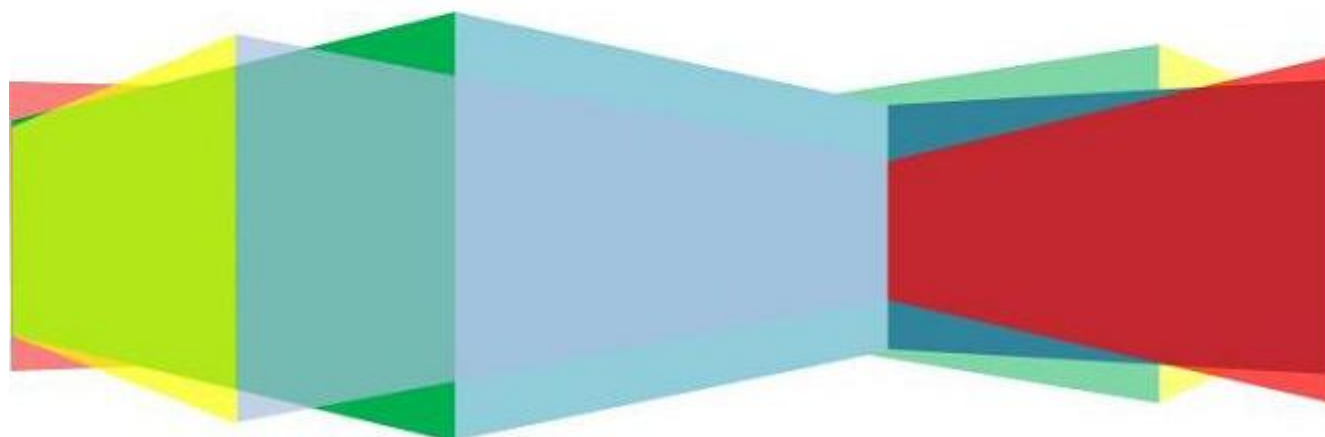
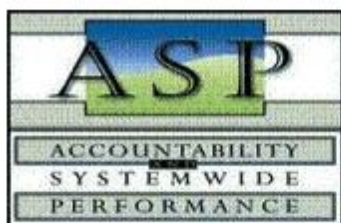
Regional Center I

District 13 - Miami-Dade

Principal - Luis Diaz

Adult/Vocational Principal - Alan Bashaw

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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American High School (AHS) opened its doors in 1976 in unincorporated Miami-Dade County and is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools. The community surrounding American High School has grown steadily in the past 15 years as evidenced by the building of new homes, townhouses, and apartments. The community has become multi-cultural and transient, as more rental units have been built.

The current enrollment is approximately 2,710 students in grades nine through twelve. The school is predominantly Hispanic in ethnicity; the ethnic make-up is 63% Hispanic, 29% Black Non-Hispanic, 5% White Non-Hispanic, and 2% Asian/Indian Multiracial. Over 60 percent of the students attending the school are transported to our school by the District. Our student mobility rate exceeds 30 percent.

Results of the 2007 FCAT exam indicate that 971 ninth and tenth grade students are performing below grade level expectations in Reading and 726 ninth and tenth grade students are performing below grade level expectations in mathematics. The school is making sure that every student, regardless of his/her ethnicity, economic background, disability, language ability, or participation in a special program, has an opportunity to succeed. Data is constantly collected and analyzed to identify strategies that enhance student learning, and adjustments are made as necessary. Administrators and instructional leaders will continue monitoring classroom instruction and departmental meetings to make sure that the school wide process is successfully implemented.

The American High School staff is comprised of 209 full time staff members and 25 part-time staff: 5 administrators, 139 classroom teachers, 8 guidance counselors, 2 media specialists, 1 activities director, 1 athletic director, 1 school psychologist, and 1 career specialist. The student to teacher ratio is 25:1. The student attendance rate has increased slightly over the last year, with 94.06% average daily attendance for the 2006-07 school year.

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

The limitations of the school facility, a high mobility rate, low levels of parental involvement, and the special needs of the student population present major challenges. All school stakeholders have, and will continue to be involved in the planning, implementation of the School Improvement Plan.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Black students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade English Language Learners (ELL) students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities (SWD) students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Hispanic ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 88 percent of the students achieving a score of 3.5 or higher on the 2008 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, eleventh grade students will increase their knowledge of science as evidenced by 53 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Science.

Given school-wide attention to the importance of parental involvement, American High School will increase parental involvement by demonstrating a 5 percentage point increase in membership of the American High School chapter of the PTSA. Membership will increase from 145 members in 2006-07 to 153 members during the 2007-08 school year as evidence by the membership roster.

Given school-wide attention to programs emphasizing school safety and the Code of Student Conduct, American High School will decrease the number of violent incidents by five percent during the 2007-2008 school year as reported by the State of Florida when compared to the previous year.

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program as evidenced by all progress reports and failure notices produced by the gradebook software during the 2007-2008 school year.

Given the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 70 percent of students attaining award status as measured by the 2008 administration of the FITNESSGRAM test program.

Given the benefits of students participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by 10 percentage points during the 2007-08 school year as compared to the 2006-07 school year.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, American High School will improve its ranking on the State of Florida ROI Index publication by increasing the index by 1 percentage point from the 52nd percentile in 2004-05 to the 53rd percentile on the next publication of the index.

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2008 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

The results of the Office of Performance Improvement Survey (OPIS) indicate that the organization has room for improvement in the areas of Strategic Planning and Process Management. In the area of Strategic Planning, survey results indicate the staff prefer a more direct involvement in planning. As a result of this information, the administration and leadership team is making an effort to ensure the involvement of teachers and staff in the creation of the school improvement plan and leadership team meetings.

A specific analysis of the area of Process Management indicate that the organization should address how it disseminates to its employees information regarding financial status and strategic planning. Efforts are being made to by school leaders to open new avenues of communication regarding these perceived deficiencies.



# School Improvement Plan 2007-2008



## 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.

## 7011 - AMERICAN SENIOR HIGH SCHOOL

### VISION

American, educating for success.

### MISSION

The mission of American High School/American Adult Community Education Center is to provide the opportunity for all students to receive a quality education. Through collaboration among disciplines, along with business and community partnerships in education, American High School will prepare students to become productive and socially conscious members of our increasingly complex world.

### CORE VALUES



# School Improvement Plan

## 2007-2008



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

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

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

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

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

Our school will foster a respect for all cultures.

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

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### ***School Demographics***

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American High School (AHS) opened its doors in 1976 on a 30-acre parcel of land located at 18350 N.W. 67th Avenue in unincorporated Miami-Dade County, west of Carol City and north of the Town of Miami Lakes. AHS is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools. The school is located in a residential community, near two major thoroughfares and several retail shopping centers. There are currently five relocatable classrooms on the property. During the 2006-2007 school year, the school opened 11 additional classrooms, in a new concrete addition on the Southeast side of the main building. Four years ago, six additional classrooms were added on the south side of the main building, and complete renovation of science laboratories/classrooms took place.

AHS serves approximately 2,710 students, in grades 9 through 12, from the surrounding neighborhood, including standard curriculum students (74%), Special Education (SPED) students (12.8%), and English Language Learners (ELL) students (10.2%). Approximately, 56 percent of the school's student population receives free or reduced meals. However, it is well known that a larger number of high school students who would normally qualify for free and reduced meals fail to apply due to the perceived stigma associated with the program. It is the school's belief that larger portions of our student body actually live in a lower socio-economic community than published statistics indicate. The mobility rate of American High School exceeds 30 percent. Because of the transient nature of the student body, American High School offers specific initiatives and services that assist students during what could be a difficult period of adjustment. Some of these initiatives include after school tutoring, a credentialed and highly experienced counseling staff, a first rate athletic program, and an extensive work experience program.

The ethnic/racial makeup of the student population is 63% Hispanic, 29% Black Non-Hispanic, 5% White Non-Hispanic, and 2% Asian/Indian Multiracial. Over 60 percent of the students attending the school are transported to our school by the District. Our student mobility rate exceeds 30 percent.

Results of the 2007 FCAT exam indicate that 971 ninth and tenth grade students are performing below grade level expectations in Reading and 726 ninth and tenth grade students are performing below grade level expectations in mathematics. The school is making sure that every student, regardless of his/her ethnicity, economic background, disability, language ability, or participation in a special program, has an opportunity to succeed. Data is constantly collected and analyzed to identify strategies that enhance student learning, and adjustments are made as necessary. Administrators and instructional leaders will continue monitoring classroom instruction and departmental meetings to make sure that the school wide process is successfully implemented.

The American High School staff is comprised of 209 full time staff members and 25 part-time staff. The ethnic breakdown of the American High School faculty is 38 percent White, 36 percent Black and 31 percent Hispanic. Sixty-nine of the teachers are male and 75 are female. The average years of teaching in the state of Florida is 12. The percent of teachers new to American High School this school year is 20.7. The percentage of beginning teachers is 12.8. Forty-eight percent of the instructional staff have advanced degrees. The student to teacher ratio is 25:1.

In 2004, the second year in which the school received a school performance grade of "D," school stakeholders began to look more closely at the need for radical paradigm shifts in the school's direction. Motivated by this task, data was collected to determine the extent of student achievement and customer satisfaction at AHS. A detailed look at the present and future requirements of national and state educational reform initiatives such as the No Child Left Behind Act (NCLB), and the governor's Just Read, Florida! further illustrated to AHS stakeholders the need for significant change measures that would improve students' academic achievement.

AHS, through collaboration of the administration, faculty, staff, students, parents and the community decided to pursue a Comprehensive School Reform (CSR) process we titled "The American Revolution." Encompassed in this school-wide reform is the support and resources found within the Continuous Improvement Model (CIM) adopted by Miami-Dade County Public Schools in its efforts to reform low performing schools throughout the school district within the "School Improvement Zone." Other reform efforts such as inclusion and the school's move toward smaller learning communities only serve to enhance the CSR initiative. Over the past two years, AHS has been moving steadily toward expanding the number of SPED students included in the general curriculum. During 2004 a total of approximately 40 SPED students received math and science instruction with their general education peers in four general curriculum classrooms. In 2007, that number of students increased to more than 80 and the program expanded to include social studies and language arts classes.

The school's participation in a small learning communities grant commenced in 2004-05. These funds allowed five teachers to participate in professional conferences related to the creation of small career oriented academies at AHS. This served to supplement the efforts of the CSR to individualize instruction based on students needs and interests. During the 2007-2008 school year, the Smaller Learning Communities for the ninth grade was instituted as part of the Secondary School Reform Frameworks in order to address the particular educational and social challenges of that age group.

Throughout the 2006-2007 school year, the leadership team provided in-services in the areas of benchmarking, focus calendars, reading strategies, and the use of assessment tools to all faculty members across the curriculum. Workshops focused on CIM principles and elements and the integration of technology in the classroom, were provided to our faculty members during the summer of 2006 as well as during the 2006-07 school year.



# School Improvement Plan

## 2007-2008



The graduation rate for American High School has steadily decreased over the last three years. The most recent data available from the state of Florida indicate that American High School has a 52 percent graduation rate and a 13 percent student retention rate, well below the district and state average. Alarmed by this statistic, the leadership team of AHS decided to organize the Literacy Education Initiative (LEI). The LEI of American High School is an across-curriculum, 'every-student' inclusive program, designed to improve the reading comprehension, writing, and communicative skills of its students. Professional Development designed to equip teachers with proven pedagogies and strategies essential to produce improvements in the literacy education of its students will be an integral part of the LEI. Clearly, educational pedagogies and strategies to date are not addressing the literacy learning needs of our student population. The LEI will be a focused, determined effort on the part of American High School teachers to effect change.

From 1999 through 2002 AHS received a school grade of "C." The school received a School Performance Grade of "D" in 2003 and 2004, but went up to a "C" in 2005 and maintained the "C" in 2006. In 2007, the results of the 2007 FCAT yielded a school performance grade of "D" for American High School.

American High School enjoys a positive relationship with its surrounding business community. Some of these business partners include McDonald's, Little Caesar, KFC, Subway, and Papa John's pizzas. Many of our business partners purchase advertisements in the football program to help support the football team. The YMCA uses American High School as a site for a summer camp for toddlers and provides camp counselor jobs to youths from our community. American High School is also a member of the North Dade and Miami Lakes Business Chamber of Commerce. The school, through the career specialist has forged strong ties with the community, and often schedules speakers to come to visit our school and discuss various subjects of interest to the school stakeholders. Additional support is provided through the Dade Partners program. This program allows local businesses, employees, and/or resources to enter a joint venture with M-DCPS to support and enhance schools. The following are examples of existing American High School Dade Partners: Costco, McDonald's, Pepsi, South Florida Travel Academy, Thunder Wheels Skating Centers, and the United States Army.

Aware of the diversity of the community and changes in education, American High School 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.

Beginning in the 2007-08 school year, American High School implemented a ninth grade academy. In addition, American High School has established other Smaller Learning Communities: Bio-Medical, Engineering, Fine Arts, Information Technology, Law, Teaching. Research and experience have led advocates of Smaller Learning Communities (SLCs) to a shared basic notion of small unit schooling: An interdisciplinary team of teachers who share 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.

Efforts have been placed on improving school safety, higher student achievement on standardized tests, updating computer technology in the service of classroom instruction, and aligning the school's services with the ever-changing needs of the stakeholders in the community, a philosophy of the Secondary School Reform. In 2006 and 2007 American High School was recognized by Newsweek Magazine as one of the top 5% high schools in the nation. With the school's successes however, an increased awareness of significant future challenges have become apparent. Student achievement declined during the 2006 - 2007 school year as evidenced by the results of the Florida Comprehensive Assessment Test. Substantive improvement must be effected to meet the needs of the students. FCAT writing and reading scores are low and substantive improvement must be effected to insure improved student achievement. The scores for the lowest 25% in reading also dropped in 2007 and will demand special attention in order to reverse the trend and provide the lowest achieving students with the necessary assistance. In addition, the implementation of SLC can represent a future challenge due to the innovative approach and the need to train staff on the proper guidelines and application of teaching techniques that enhance student achievement under this particular type of program.

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## ***School Foundation***

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### **Leadership:**

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

The leadership team at the school implements an open-door and open lines of communication style to insure that the staff is aware of what the school's goals, objectives, and direction are. However, a small percentage of the staff felt that they would be eager to participate even more in the day to day operation of the school. Department chairpersons will be asked to make leadership team issues continued agenda items at department meetings.

### **District Strategic Planning Alignment:**

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

Along these same lines the staff indicated that they would like to be even more involved in analyzing future school goals and objectives. With greater staff access to curriculum council meetings and minutes the staff will have greater opportunity to share their ideas regarding future school directions.

### **Stakeholder Engagement:**

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

In an effort to maintain these high standards the school will solicit additional input from staff, parents, and community through PTSA, curriculum council, and Educational Excellence School Advisory Council (EESAC) meetings.

### **Faculty & Staff:**

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

### **Data/Information/Knowledge Management:**

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

### **Education Design:**

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

### **Performance Results:**

The Office of Performance Improvement Snapshot (OPIS) survey revealed that 87 percent of the staff know how to measure the quality of their work and 88 percent know how to analyze their work to see if changes are needed. Most staff members feel their work products meet all requirements for high quality and excellence and meet with customer satisfaction. Most employees are satisfied with their job and feel that AHS obeys laws and regulations.



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

During numerous Leadership Team, EESAC, and School Improvement Plan (SIP) strategic planning sessions, AHS reevaluated the focus and frequency of professional development activities available to the faculty. The professional development opportunities created as a result of these meetings target the following areas: 1) The use of technology in instruction; collaboration and communication; 2) course scope and sequencing; 3) data disaggregation; 4) instructional timeline development/curriculum mapping; 5) development of instructional focus calendars; 6) reading strategies; and 7) cross curricular planning.

### **Disaggregated Data :**

Effective use of data to drive instructional decisions is a key strategy for positive change and student achievement. Data derived from formative and summative assessments are disaggregated and analyzed to pinpoint the effectiveness of teaching and learning opportunities for specific student populations. As a result, modifications to instruction and curriculum are made as needed.

### **Informal and Formal Assessments:**

Formal measures such as the FCAT and the PSAT, are used to assess overall achievement and place students in appropriate level courses. Informal assessments such as mini-benchmark exams, interim assessments and teacher/school-created assessments are used to inform instruction.

### **Alternative Instructional Delivery Methods :**

The school program provides a variety of instructional strategies, remediation, enrichment, and learning activities that accommodate diverse learning styles. Administrators and reading specialists collaborate with teachers on assessments and use them to provide valuable information for developing alternative instruction or interventions. Technology-based interventions such as Read180, Reading Plus and TeenBiz provide students, including those subgroups defined by the NCLB, additional assistance in reading. Progress is monitored using bi-weekly SSS benchmark mini-assessments.

Students have opportunities to engage in hands-on activities such as labs, workshops, educational field trips and other off-site experiences. The transition to a smaller learning community model and the implementation of wall-to-wall academies have allowed students to experience the world of work in school. Additionally, programs such as school recycling and peer tutoring allow students alternative ways to enhance their learning experience. Those prepared for enrichment are given an equal opportunity to expand their understanding through technology applications such as web design, and multi-media presentations.

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction

- is addressed under Alternative Methods

Responsibility of Teaching Reading for Every Teacher

- is addressed under School Demographics

Quality Professional Development for Teachers and Leaders

- is addressed under Professional Development and in the School Demographics

Small Learning Communities (SLC)

- is addressed under School Demographics and Alternative Methods

Intensive Intervention in Reading and Mathematics

- is addressed under School Demographics, Alternative Methods, Reading, and Mathematics

Course Choice Based on Student Goals / Interests / Talent

- is addressed under Alternative Methods, Electives and Special Areas, and Graduation

Master Schedules Based on Student Needs

- is addressed under School Demographics, Reading, Mathematics, Science, Electives and Special Areas, and Graduation

Parental Access and Support

- is addressed under School Demographics and Parental Involvement

Applied and Integrated Courses

- is addressed under School Demographics and Alternative Methods

Academic and Career Planning

- is addressed under Alternative Methods, Electives and Special Areas, and Graduation

## Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Reading Statement**

Students will show greater levels of achievement on the reading portion of the 2008 administration of the Florida Comprehensive Assessment Test(FCAT).

### **Needs Assessment**

Results from the 2007 administration of the Florida Comprehensive Assessment Test (FCAT) indicate that students at American High School did not meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001. According to the test results, 27 percent of ninth and tenth grade students are reading at or about grade Level. This falls short of the 51 percent minimum requirement for AYP in 2007 for all ninth and tenth grade students as well as the subgroups identified by NCLB.

The disaggregated data show African American students' results increased slightly from 15 percent in 2006 to 18 percent in 2007 scoring at or above Level 3. Hispanic students' results remained the same at twenty-six percent of scored at Level 3 or above. The results still fall short of the 51 percent minimum for AYP in 2007. Additional subgroups included English Language Learners (ELL), for which 7 percent scored at Level 3 or above, and Economically Disadvantaged for which 22 percent scored at Level 3 or above.

Ninth grade results showed a marked improvement in each content area except Reference and Research. The percent correct for Words and Phrases increased from 50 percent correct in 2006 to 83 percent correct in 2007. Tenth grade results did not fare as well. While Reference and Research showed improvement, the percent correct for Main Idea and Comparisons clusters declined.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Black students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade Hispanic students will increase their reading skills as evidenced by 58 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assess students not making adequate yearly progress in fluency using the Diagnostic Assessment of Reading (DAR).	Principal, Assistant Principal of Curriculum, Reading Coaches, Reading Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Allow for professional development opportunities focusing on the infusion of technology-based interventions in reading, implementation of Continuous Improvement Model and critical thinking skills strategies.	Principal, Assistant Principal of Curriculum, Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	50000
Enroll 9th and 10th grade students who scored at FCAT Achievement Levels 1 and 2, as well as 11th and 12th grade retakers in Intensive Reading classes.	Principal, Assistant Principal of Curriculum, Guidance Counselors	08/20/07	06/05/08	Continuous Improvement Model	0
Assess students' attainment of SSS benchmarks, on a bi-weekly basis, using teacher-developed and District-provided tests. Utilize data derived from these assessments to drive instruction.	Principal, Assistant Principal of Curriculum, Reading Coaches, Language Arts teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Retain two reading coaches to assist and support content and elective area teachers with the integration of reading strategies across the curriculum.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Create a school-wide focus calendar to align instruction across the curriculum in order to ensure the comprehension of the SSS benchmarks tested on the FCAT Reading test.	Principal, Assistant Principal of Curriculum, Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the State and District Comprehensive Research-based Reading Plan (CRRP) and District Language Arts/Reading Pacing Guide across the curriculum, including independent and supervised reading activities.	Assistant Principal of Curriculum, Language Arts Department Chair, Reading Coaches, Language Arts, Reading and Content Area Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide after school, Monday through Friday and Saturday tutoring programs designed to assist any student (including those subgroups identified under the NCLB requirements; White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the comprehension of SSS Reading benchmarks. Students' progress will be evaluated by monthly SSS benchmark assessments.	Principal, Assistant Principal of Curriculum, Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	35568
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Holt, Rinehart and Winston textbooks and resources and the Read 180 computer program, Reading Plus, Sourcebook, Be a Better Reader, FLARE, Language!

### Professional Development

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

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. CIM strategies and concepts
5. Use of technology such as the Pinnacle Gradebook, MS Outlook, MS Office and Reading Plus
6. CRIS Strategies

### Evaluation



# School Improvement Plan 2007-2008



**Summative:**

This objective will be evaluated by the results of the 2008 FCAT Reading test.

**Formative:**

Florida Oral Reading Fluency Measure (FORF)

Diagnostic Assessment of Reading (DAR)

Bi-weekly reading diagnostic assessments

Interim Assessments

## Mathematics Goal

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

#### **Florida Education Priorities**

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**

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

### **Mathematics Statement**

Students will show greater levels of achievement on the mathematics portion of the 2008 administration of the Florida Comprehensive Assessment Test(FCAT).

### **Needs Assessment**

Results from the 2007 administration of the Florida Comprehensive Assessment Test (FCAT) indicate that students at American High School did not meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001 in mathematics with 48 percent of students scoring at or above a Level 3.

A look at the disaggregated data indicate an increase of achievement for each of the subgroups as defined by NCLB. While these results indicate and overall gain in performance when compared to the previous year, ninth and tenth grade students are still performing below state and District standards.

The ninth grade results indicate an improvement in the areas of Geometry and Measurement. Ninth grade results increased by 14 percentage points and 9 percentage points respectively for those clusters. The results of the content area, Number Sense, clearly shows a need for improvement for both grade levels. When comparing the 2007 data to 2006, ninth and tenth grade students averaged an 11 percentage point loss in that cluster.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



### Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Black ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Hispanic ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, Economically Disadvantaged ninth and tenth grade students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, ninth and tenth grade Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue initiatives no longer funded through grant monies by providing temporary instructors to faculty members that will allow for professional development opportunities focusing on the implementation of Continuous Improvement Model and critical thinking skills strategies.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Provide after school and Saturday tutoring programs designed to assist any student (including those subgroups identified under the NCLB requirements; White, Black, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities) with the attainment of SSS Mathematics benchmarks. Students' progress will be evaluated using bi-weekly SSS benchmark assessments.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mu Alpha Theta Sponsor	08/20/07	06/05/08	Continuous Improvement Model	24624
Provide English Language Learners (ELL) students with home language assistance in mathematics by providing pullout sessions during mathematics classes. Teachers will also incorporate peer teaching.	Principal, Assistant Principal, ESOL teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Enroll 9th and 10th grade students who scored at FCAT Achievement Levels 1 and 2, along with 11th and 12th grade retakers in Intensive Math classes.	Principal, Assistant Principal of Curriculum, Student Services	08/20/07	06/05/08	Continuous Improvement Model	0
Assess students' attainment of SSS benchmarks, on a bi-weekly basis, using teacher-developed and District-provided tests.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
Retain a Mathematics Coach to conduct pull-out sessions for students needing remediation based on data provided by the bi-weekly and Interim assessments.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to implement the District Mathematics Pacing Guide in the mathematics curriculum.	Principal, Assistant Principal of Curriculum, Mathematics teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Develop and maintain a mathematics focus calendar based on the District Mathematics Pacing Guide to align instruction with the SSS Mathematics benchmarks.	Principal, Assistant Principal of Curriculum, Mathematics Coach, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

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

### Professional Development

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

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. The use of Glencoe resources
6. Use of technology such as the Pinnacle Gradebook, MS Outlook and MS Office
7. Quizdom
8. Edusoft

### Evaluation



# School Improvement Plan 2007-2008



**Summative:**

This objective will be evaluated by the results of the 2008 FCAT Mathematics test.

**Formative:**

bi-weekly mathematics diagnostic assessments

## Writing Goal

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

#### **Florida Education Priorities**

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**

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

### **Writing Statement**

Students will show greater levels of achievement on the writing section of the 2008 Florida Comprehensive Assessment Test.

### **Needs Assessment**

Data from the 2007 administration of the FCAT Writing+ Assessment show that 88 percent of tenth grade students met state required mastery level of 3.5 and above. Analysis of the 2007 FCAT Writing Plus Assessment indicate students need continued opportunities to practice persuasive and expository writing.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 88 percent of the students achieving a score of 3.5 or higher on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students in all content area classes to write one or more essay(s), prior to the FCAT, in addition to the mid-term and the final exams.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	District-wide Literacy Plan	0
Continue to offer CIM professional development opportunities ensuring that all teachers are trained in CIM and critical thinking strategies.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Include an FCAT Writing Plus style prompt on all pertinent midterms and final exams.	Principal, Assistant Principal of Curriculum, Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide the state required rubric for the FCAT Writing Plus to all ninth and tenth grade students and model exemplary writing.	Assistant Principal of Curriculum, English Department Chair, ninth and tenth grade Language Art teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Administer monthly formative and summative writing assessments and adjust instruction for ninth and tenth grade students based on assessment results.	Principal, Assistant Principal of Curriculum, Language Arts teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Maintain and support tutoring programs, offered after school, designed to assist any student including those subgroups identified under the NCLB requirements (White, Black, Hispanic, Economically Disadvantaged, ELL, and SPED) with the acquisition of SSS benchmarks.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Administer monthly formative and summative FCAT Writing Plus assessments to all ninth and tenth grade students.	Principal, Assistant Principal of Curriculum, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide pull-out sessions for students requiring remediation in FCAT Writing Plus skills, if funds are available.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Provide after school, Monday through Friday and Saturday tutoring programs designed to assist any student including all NCLB subgroups with the attainment of SSS Writing Plus benchmarks. Students' progress will be evaluated using monthly SSS Writing Plus benchmark assessments.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Programs: Learning Express computer-based software application, McGraw-Hill Glencoe Writer's Choice textbook series.

### Professional Development

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

1. Data Analysis
2. FCAT Explorer
3. RiverDeep
4. Continuous Improvement Model (CIM) strategies and concepts
5. Use of technology
6. CRIS strategies

### Evaluation



# School Improvement Plan 2007-2008



**Summative:**

This objective will be evaluated by the results of the 2008 FCAT Writing+ test.

**Formative:**

Florida Oral Reading Fluency Measure (FORF)

Diagnostic Assessment of Reading (DAR)

monthly diagnostic assessments

## Science Goal

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

#### *Florida Education Priorities*

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

### **Science Statement**

Students will show greater levels of achievement on the science section of the 2008 Florida Comprehensive Assessment Test (FCAT).

### **Needs Assessment**

Analysis of the data derived from the 2007 administration of the FCAT Science indicate that students scoring Level 3 or above increased from 24 percent in 2006 to 28 percent in 2007. Additionally, the average students' scale score increased from 273 in 2006 to 283. While meeting the District average in each of the content areas tested, student performance indicates a need for improvement in the content areas of Life and Environmental sciences as well Physical and Chemical science.

### Measurable Objective

Given instruction using the Sunshine State Standards, eleventh grade students will increase their knowledge of science as evidenced by 53 percent of students scoring at a Level 3 or higher on the 2008 administration of the FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain and support the Biomedical and Engineering Academies to expand student School-to-Career choices and encourage student participation in Science competitions such as SECME.	Principal, Assistant Principal of Curriculum, Biomedical Academy Lead Teacher, Academy teachers	08/20/07	06/05/08	Secondary School Reform	0
Expand professional development opportunities for science teachers to include Bio-Medical, Health Science, and Engineering curriculum.	Principal, Assistant Principal of Curriculum, Science Department Chair	08/20/07	06/05/08	Secondary School Reform	0
Maintain and support tutoring programs offered after school designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities) with the acquisition of SSS Science benchmarks.	Principal, Assistant Principal of Curriculum, National Honor Society sponsor, Pre-Med sponsor	08/20/07	06/05/08	Continuous Improvement Model	0
Provide bi-weekly assessments to 11th grade students to monitor students' progress on the FCAT tested benchmarks.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to implement the District Science Pacing Guide in the science curriculum.	Principal, Assistant Principal of Curriculum	08/20/07	06	Continuous Improvement Model	0
Continue the "FCAT Science Crunch" program developed to provide students with an intensive review of the four science disciplines testing on the FCAT Science. This 18 week program allows the 11th graders to revolve to four different science teachers specializing in each field in smaller classroom settings.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Encourage student participation in Science competitions such as SECME.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to require a weekly two-hour science laboratory in all science disciplines for all science students.	Principal, Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

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

### Professional Development

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

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

### Evaluation





# School Improvement Plan 2007-2008



**Summative:**

This objective will be evaluated by the 2008 FCAT Science test.

**Formative:**

Quarterly Science diagnostic assessments  
Interim Assessment tests

### Parental Involvement Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

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

**Parental Involvement Statement**

There will be an increase in parental involvement at American Senior High School during the 2007-08 school year.

**Needs Assessment**

During the 2006-07 school year, the administration has endeavored to make information about school programs and policies more available to parents. Open House, Freshmen Orientation and grade level Parent Nights have been created to disseminate information, showcase special programs and make the administration and staff more accessible to parents. Unfortunately, despite all of these efforts, parental attendance at school functions and PTSA meetings remains low. The PTSA has made it a priority to concentrate on recruitment efforts to help increase parental involvement at American High School. The school must continue to extend a welcoming hand to parents by offering informational sessions to those families that are new to the country or new to Miami-Dade County Public Schools.

### Measurable Objective

Given school-wide attention to the importance of parental involvement, American High School will increase parental involvement by demonstrating a 5 percentage point increase in membership of the American High School chapter of the PTSA. Membership will increase from 145 members in 2006-07 to 153 members during the 2007-08 school year as evidence by the membership roster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with FCAT website and resources to assist with home learning.	Principal, Assistant Principal of Curriculum, Test Chair	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct a freshmen orientation prior to the opening of the school year to acclimate incoming freshmen and their parents with the school's facilities, services, programs being offered and organizations such as the PTSA.	Principal, Administrative Team, Leadership Team	08/20/07	06/05/08	Exchange Meaningful Information	0
Inform parents of school events, meetings and important information via email, phone calls, flyers and mail.	Principal, Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer a parent night for each grade level to disseminate information regarding school programs, policies and opportunities for communication with school personnel.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Exchange Meaningful Information	0
Administer and review the School Climate Survey to identify potential areas of improvement in parental participation and to assess parental/family perceptions of education-related needs and the school's response to them.	Principal, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Maintain the PTSA drop box in the main office for new applicants to drop off membership applications and dues.	Principal, PTSA President	08/20/07	06/05/08	Other/ Not Applicable	0
Encourage parents to utilize the school-site Parent Resource Center and Parent Academy offering parents a variety of courses in literacy, household organization, family finances and time management skills.	Principal, Assistant Principals	08/20/07	06/05/08	Parental Choice Options	0

### Research-Based Programs

- The Parent Academy
- The Florida PTSA
- National PTSA Standards

### Professional Development

District and school-sponsored parent workshops in the areas of FCAT, career academies and college entrance procedures.

### Evaluation

Adequate progress will be deemed to have been achieved if membership of the AHS chapter of the PTSA for the 2007-08 school year is increased by 5 percentage points when compared to the 2006-07 school year.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety Statement**

American High will reduce the number of violent incidents during the 2007-08 school year.

### **Needs Assessment**

An analysis of the available data shows violent incidents were increasing steadily at American from 247 during the 2000-01 school year to 287 during the 2003-04 school year. However, 207 violent incidents were reported in the 2006-07 school year.

### Measurable Objective

Given school-wide attention to programs emphasizing school safety and the Code of Student Conduct, American High School will decrease the number of violent incidents by five percent during the 2007-2008 school year as reported by the State of Florida when compared to the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Modify and improve the current school Crisis Intervention Plan.	Principal, Assistant Principal	08/14/06	05/30/07	Safe and High-quality Facilities	0
Purchase additional camera equipment to deter unauthorized access to campus, as funds become available.	Principal and Assistant Principal	08/14/06	05/30/07	Safe and High-quality Facilities	0
Retain additional full-time and part-time security monitors, to help ensure safety before, during and after school and during school events as funds become available.	Principal, Assistant Principal	08/14/06	05/30/07	Safe and High-quality Facilities	0
Provide professional development to the entire faculty and staff on Crisis Management, and behavior management techniques.	Principal, Assistant Principals and Behavior Management Teacher	8/14/06	5/30/07	Safe and High-quality Facilities	0
Review the Student Code of Conduct with all students via homerooms.	Principal, Assistant Principals, Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Increase frequency of hall sweeps to reduce truancy.	Principal, Assistant Principals and Security personnel	08/20/07	06/05/08	Safe and High-quality Facilities	0
Continue encourage students to participate in Peer Mediation, Group Counseling, and Individual Counseling.	Principal, TRUST counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Offer in-school suspension and Saturday school as an alternative to outdoor suspension.	Principal, Assistant Principals	08/20/07	06/05/08	Safe and High-quality Facilities	0
Educate students on the importance of maintaining a safe learning environment through orientations and guest speakers.	Principal, Assistant Principals	08/20/07	06/05/08	Safe and High-quality Facilities	0

### Research-Based Programs

N/A

### Professional Development

Professional Development opportunities will be provided in the following areas:

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

### Evaluation

Utilization of district suspensions reports will be analyzed on a quarterly basis to monitor the number of outdoor suspensions. Additionally, student records will be monitored to ensure they are accurate and referrals have been entered into the ISIS Mainframe Terminal System correctly. The results of the School Climate Surveys and the end of the year incident report, (SESIR system) will be utilized for comparison purposes.

## Technology Goal

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

#### *Florida Education Priorities*

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*

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

### Technology Statement

American High School will increase its use of technology.

### Needs Assessment

The consistent and rapid development of technology, particularly as it relates to computer hardware and software, creates enormous challenges for the faculty and students. The realities of the technical acquisition and training associated with the use of sophisticated hardware and software have hampered the ability of teachers to remain aggressive in this area. Additionally, much of the time that was allotted for instruction was instead devoted to increasing amounts of paperwork by teachers. There is a need for the development of a comprehensive hardware and software replacement program in conjunction with a robust in-service program for teachers and staff.

### Measurable Objective

Given emphasis on the benefits of the use of technology in education, 100 percent of the teaching staff will utilize a gradebook software program as evidenced by all progress reports and failure notices produced by the gradebook software during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Refresh existing technology, as funds become available.	Assistant Principal of Curriculum, Computer Specialist, Micro-systems Technician	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to provide professional development opportunities for teachers in the use of technology, as funds become available.	Assistant Principal of Curriculum, Gradebook manager	08/20/07	06/05/08	Continuous Improvement Model	0
Designate a gradebook manager, to serve as the school site liaison for the teachers and the Pinnacle software company.	Principal, Gradebook manager	08/20/07	06/05/08	Continuous Improvement Model	0
Survey and wire classrooms without internet access, as funds become available.	Principal, Computer Specialist, Micro-systems Technician	08/20/07	06/05/08	Continuous Improvement Model	20000
Provide skills development activities designed to improve student proficiency in the use of technology tools.	Assistant Principal of Curriculum, Computer Specialist, Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

N/A

### Professional Development

Professional development in the use of Pinnacle Gradebook software

### Evaluation

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

## Health & Physical Fitness Goal

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

#### **Florida Education Priorities**

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"/>

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

### **Health & Physical Fitness Statement**

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

### **Needs Assessment**

Based on the most current data available, 97% of students, or 1054 students, in Physical Education classes participated in the FITNESSGRAM program. Further analysis indicates that of those numbers, 70%, or 737 students earned either the Gold or Silver FITNESSGRAM award.

Many students emphasize sedentary behaviors and poor nutritional choices in their lifestyles, which are major contributors to childhood and adult obesity. Therefore, there is a need to increase the overall awareness of good nutrition and physical fitness among all students. To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.



### Measurable Objective

Given the participation of a physical fitness program, students will develop skills that promote and encourage lifetime fitness and overall wellness as evidenced by 70 percent of students attaining award status as measured by the 2008 administration of the FITNESSGRAM test program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Initiate an employee wellness program to include participation in a fitness lifestyle design class.	Principal, Assistant Principals, Physical Education Department Chair	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Utilize the FITNESSGRAM to administer a pre-test and posttest to students enrolled in physical education to measure the students' health related fitness level.	Principal, Assistant Principals, Physical Education Department Chair, Physical Education teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instruction is dedicated to health-related fitness activities such as cardiovascular, flexibility, muscular strength, endurance and body composition.	Principal, Assistant Principals, Physical Education Department Chair	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessed component items of the FITNESSGRAM, which would enhance specificity of training.	Principal, Assistant Principals	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Increase student participation in scheduled cardiovascular activities.	Principal, Assistant Principals, Physical Education teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Develop and expand the nutrition, weight management and body composition instructional components in health and physical education classes.	Principal, Assistant Principals, Physical Fitness Department Chair	08/20/07	06/05/08	Healthcare & Healthy Choices	0

### Research-Based Programs

Human Kinetics program, FITNESSGRAM

### Professional Development

Professional development opportunities will be offered in the following areas:

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

### Evaluation

The FITNESSGRAM, health-related fitness test will be administered and adequate progress will be deemed if 70 percent of students attain award status.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

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

### ***Needs Assessment***

A review of the current curricular elective course offerings indicates that although students have general access to elective courses, those students who are assessed at FCAT Level 1 or 2 in language arts and/or mathematics cannot pursue electives either in their career interest area or those offered in the Advanced Placement program. Enrollment for the 2006-2007 school year in Advanced Academic courses was 1,152(includes duplicate counts) up from 1,000 the previous year. Also, significant effort has been made to improve the participation of females and minorities in upper division and Advanced Placement courses.

### Measurable Objective

Given the benefits of students participating in advanced academic programs, the number of students enrolled in advanced academic courses will increase by 10 percentage points during the 2007-08 school year as compared to the 2006-07 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase communication among advanced academic teachers to align curriculum objectives.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	Advanced Academics	0
Articulate with feeder pattern schools and include a component, which encourages incoming students to select advanced academic courses.	Principal, Assistant Principal of Curriculum, Department Chairs	08/14/06	05/30/07	Advanced Academics	0
Maintain and support tutoring programs offered after school by the Honor Societies designed to assist any student including those subgroups identified under the NCLB requirements (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities) with the acquisition of SSS benchmarks to be monitored quarterly using school-developed assessments.	Principal, Assistant Principal of Curriculum, National Honor Society Sponsor, Mu Alpha Theta Sponsor, Pre-Medical Society Sponsor	08/14/06	05/30/07	Advanced Academics	0
Continue to offer CIM professional development opportunities ensuring that all teachers are trained in CIM and critical thinking strategies.	Principal, Assistant Principal of Curriculum, Leadership Team	08/14/06	05/30/07	Continuous Improvement Model	0
Subsidize Cambridge Academy students' participant, supply, and exam fees.	Principal, Assistant Principal of Curriculum, Cambridge Academy Lead Teacher	08/14/06	05/30/07	Advanced Academics	15000
Administer the PSAT to all 9th and 10th grade students. These scores will be used to encourage students to select advanced academic courses and make sound school-to-career choices.	Principal, Assistant Principal of Curriculum, Test Chair	08/14/06	05/30/07	Advanced Academics	0
Use AP potential to identify candidates for advanced academic courses.	Principal, Assistant Principal of Curriculum, Guidance Counselors	08/20/07	06/05/08	Advanced Academics	0

### Research-Based Programs

Cambridge Academy  
Collegeboard

### Professional Development

Professional development opportunities will be provided in the areas of:

1. Summary of Answers and Skills
2. AP Data Analysis Workshop
3. AP Potential Workshop
4. AP Subject Area Workshops
5. AP Summer Institute
6. AP Conferences
7. SAT Workshop
8. PSAT/NMSQT Workshop
9. Cambridge University Conferences

### Evaluation

Adequate progress will be deemed to have been achieved if the number of students enrolled in advanced academic courses increases by 10 percentage points during the 2007-08 school year as compared to the 2006-07 school year.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

American High School will increase the percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

District and state strategic goals require increased attention to the effective expenditure of funds allotted to the school. The most recent data supplied from the FLDOE indicate that in 2004-05 school year, American High School ranked at the 52nd percentile on the State of Florida ROI index.

### Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, American High School will improve its ranking on the State of Florida ROI Index publication by increasing the index by 1 percentage point from the 52nd percentile in 2004-05 to the 53rd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor formative assessments found in other sections of the SIP to determine the efficacy of programs funded in raising student achievement levels.	Principal, Assistant Principal of Curriculum, Leadership Team	8/20/07	06/05/08	Continuous Improvement Model	0
Monitor inventoried items throughout the school year by conducting periodic property audits.	Principal, Assistant Principal, Computer Specialist	08/20/07	06/05/08	Safe and High-quality Facilities	4000
Collaborate with the district on resource allocation.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Safe and High-quality Facilities	0
Review the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Safe and High-quality Facilities	0
Research shared use of facilities, partnering with community agencies.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Safe and High-quality Facilities	0
Monitor expenditure of school funds to ensure that those expended will aid in raising student achievement and the achievement of goals in the SIP.	Principal	08/20/07	06/05/08	Safe and High-quality Facilities	0

### Research-Based Programs

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

### Professional Development

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

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

### Evaluation

On the next State of Florida ROI index publication American High School will show progress toward reaching the 53rd percentile.

## Graduation (High Schools Only) Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Graduation (High Schools Only) Statement**

American High School will increase its graduation rate.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2006, the graduation rate for American High School was 52 percent. This is a four percentage point decrease from 2005.

### Measurable Objective

Given emphasis on Small Learning Communities and the School Reform Frameworks, the graduation rate will increase by 1% as evidenced by the 2008 No Child Left Behind (NCLB) Adequate Yearly Progress Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to offer a variety of courses through the American Senior Adult and Community Center to increase student grade point average and graduation rate.	Principal, Assistant Principal of Curriculum, Student Services Department	8/20/07	6/5/08	Alternative Education	0
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Secondary School Reform	0
Develop a master schedule to accommodate the required courses for the career academy or small learning community.	Principal, Assistant Principal, Leadership Team	08/20/07	06/05/08	Secondary School Reform	0
Research community partnerships associated with career/academy theme.	Principal, Assistant Principal, Career Specialist, SLC Leaders	08/20/07	06/05/08	Secondary School Reform	0
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Principal, Assistant Principal of Curriculum, Leadership Team	08/20/07	06/05/08	Secondary School Reform	0
Review career education programs/academies with the school community.	Principal, Assistant Principal of Curriculum, Student Services Department Chair, Career Specialist	08/20/07	06/05/08	Alternative Education	0

### Research-Based Programs

Not applicable

### Professional Development

Not applicable

### Evaluation

On the next graduation index publication American High School will show progress toward reaching a 53 percent graduation rate.

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

**Training:**

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

**Instructional Materials:**

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

**Technology:**

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

**Staffing:**

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

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

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

**Benchmarking:**

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

**School Safety & Discipline:**





# School Improvement Plan 2007-2008



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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	85568
Mathematics	24624
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	20000
Health & Physical Fitness	0
Electives & Special Areas	15000
Return On Investment	4000
Graduation (High Schools Only)	0
<b>Total</b>	<b>149192</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*