

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Sunset Senior High School (7531)

Feeder Pattern - Miami Sunset Senior

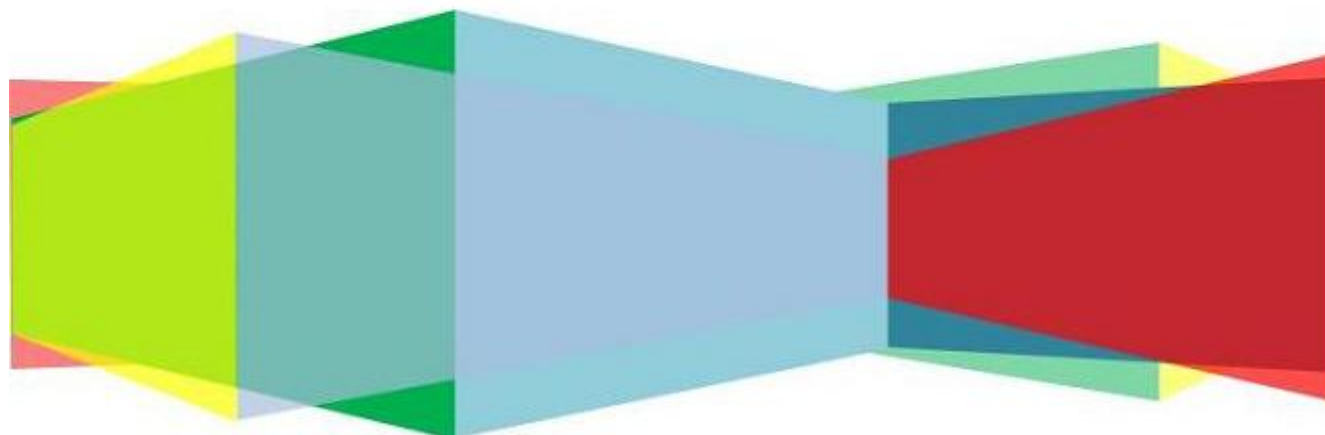
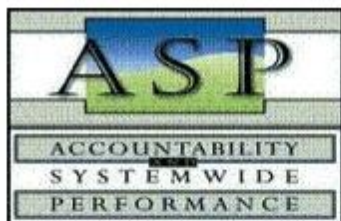
Regional Center VI

District 13 - Miami-Dade

Principal - Lucia Cox

Adult/Vocational Principal - Dulce DeVilla

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Sunset Senior High school, celebrating 30 years, serves 3060 students in grades nine through twelve. Located in the West Kendall area of Miami-Dade County, the school serves a diverse population of students from all socioeconomic levels in a large urban community. The school mirrors the community with 81 percent Hispanic students, 9 percent White, 6 percent Black, and 4 percent Asian/Multi-racial/Native American. Forty-three percent of students are on free or reduced lunch. Thirty-two percent of students in grade 9 and 44 percent in grade 10 scored at Level 1 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT). Twenty percent of students in grade 9 and 17 percent of students in grade 10 scored at a Level 1 on the Mathematics portion of the FCAT. None of the No Child Left Behind (NCLB) subgroups made adequate progress in Reading and the White subgroup made adequate progress in Mathematics. Schools that are part of the Miami Sunset Feeder Pattern are: Coral Reef Senior High School, Kendale Lakes Elementary, Herbert Ammons Middle, Calusa Elementary, Claude Pepper Elementary, Kendale Lakes Elementary, and Miami Sunset Adult. Three middle schools that participate in the articulation process and are not part of the feeder pattern are: Howard D. McMillan Middle, Arvida Middle, and Hammocks Middle.

Student attendance and a lack of parental involvement continue to be areas of concern. Herbert Ammons Middle School, a School of Choice, is the only middle school that is part of the Miami Sunset Feeder Pattern. The articulation process can be challenging and communication between Student Services and Department Chairpersons needs to increase. The number of Schools of Choice and Charter Schools continues to increase, and this contributes to a moderate to high mobility rate within schools in this large, urban district. Miami Sunset receives a limited number of students on transfers due to MacKay Opportunity Scholarships for students with disabilities, NCLB, and Best Interest for all grade levels throughout the school year. This presents some challenges during the acclimation process, such as continuity in career pathways, program completion, and participating in athletics and activities when transportation is limited. Mentorship programs and Parent Academy workshops need to increase to provide additional support for transfer students and their families to take advantage of all of the programs Miami Sunset offers.

Miami Sunset began the year with 712 seniors, however, 1.4 percent of the students did not graduate with a standard diploma, 71 students received a certificate of completion, 9 percent of the students received a Special Diploma, and 5 percent of the students chose the General Education Diploma (GED). Only 1.4 percent of the seniors were not promoted and the total dropout rate was 2.2 percent. The School-to-Career program assisted students in developing portfolios, participating in internships, and service learning opportunities. The total number of students that participated in the School-to-Career program was 3,056.

Twenty-five percent of the 9th grade students scored at Level 1 on the Reading portion of the FCAT. Thirty-three percent of the 9th grade students scored Level 2 on the Reading portion of the FCAT. The average class size for students in grades 9-12 for general education is 28.2. The average class size for SPED students in grades 9-12 is 14. The student teacher ratios in grades 9-12 is 1:28 for general education and 1:15 for SPED students. An inclusion model is implemented for SPED students which contributes to the class size reduction.

Miami Sunset offers an extensive array of advanced courses and affords each student the opportunity to participate in school activities. Currently, 1,800 students participate in 50 clubs and 7 honor societies. The staff and the Educational Excellence School Advisory Committee (EESAC) have used the consensus process, as well as the Organizational Performance Improvement Snapshot Assessment, in formulating the School Improvement Plan.

The Leadership Team at Miami Sunset High consists of five administrators, two Reading Coaches, one Math Coach, one Professional Development Liaison/Critical Friends Group Coach/Test Chair, and 13 Department Chairpersons. The demographics of the current 474 staff members are 289 females and 185 males. Fifty two percent are Hispanic, 31 percent are White and 17 percent are Asian/Multiracial/Indian. There are four paraprofessionals, nine guidance counselors, 21 custodians/service workers, one media specialist, two Computer Specialists, 12 clerical/secretaries, 129 classroom teachers, and 23 Special Education teachers. Currently, there are 209 full-time members and 56 part-time members. Thirty-five percent of the faculty members have a Master's Degree; 7 percent of the faculty members have a Specialists' Degree and 4 percent of the faculty members have a JD, PhD or Ed.D. There are currently six teachers who are National Board Certified (NTBC) and 4 who are currently in the process of seeking certification. This year, the staff's population included 17 new teachers.

The Highway 2 Success (H2S) program is being implemented to target high school students who are overage, and / or have a low Grade Point Average (GPA), or have failed continuously. Beginning in 2007-08, Miami Sunset will work collaboratively with the Adult center to implement the ODYSSEY credit-recovery program to assist students with their high school completion plans. Miami Sunset is part of the Facilitating Academic Success Together (FAST) learning community created by Regional Center VI to assist schools in need of improvement. The Action Plan includes a focus on literacy at the core of the instructional program, a structured curriculum utilizing research-based materials, innovative and appropriate instructional strategies, instructional decisions based on student achievement data, supplementary education through tutorial services, a proven rigorous professional development strand, and additional resources. This year the school will gather pertinent information regarding student health issues in order to begin the process of implementing the Alliance for a Healthier Generation Program.

The Small Learning Communities Grant has been awarded to support secondary school reform initiatives. The academies offered at Miami Sunset are: Bio-Medical and Medicine, Communication Arts/Digital Media, Education, Engineering, Global Studies, Information



School Improvement Plan

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Technology, International Business & Finance, Visual & Performing Arts and Law and Public Service. The National Academy Foundation (NAF) provides additional professional development opportunities and support. The College Board and the Division of Advanced Academics provide students to take Advanced Placement courses and all ninth and tenth grade students participate in the PSAT administration in the month of October. Miami Sunset is a testing location for the Scholastic Aptitude Test (SAT) and the American College Test (ACT) to increase the number of students taking the test to apply for competitive colleges and universities. Students at Miami Sunset have the opportunity to participate in school activities. During 2006-2007, 2400 students participated in 46 clubs and 6 honor societies. Miami Sunset also provides students the opportunity to participate in a variety of sports. Students at Miami Sunset also take courses through Dual Enrollment at local universities and online courses through Miami-Dade and Florida Virtual Schools.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine and ten will increase to 58% as measured by the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, White students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SPED students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students achieving high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grade nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner(ELL) students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest 25 % will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine and ten will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, grade nine and grade ten students scoring in the lowest 25% will improve their mathematics skills as evidenced by a minimum of 44% of the students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or higher as documented by scores on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade eleven will increase their science skills as evidenced by a minimum of 40% of students scoring at or above achievement Level 3 on the 2008 FCAT Science Test.

Given school-wide focus on parental and community involvement, the school will demonstrate a 1% increase in parental and community participation in Open House Night and AP Potential Night as evidenced by a comparison between the attendance logs for the present year with the attendance logs for the 2005-2006 and 2006-2007 school years.

Given the need to increase positive behavior in a safe and orderly environment, student behavior will improve as evidenced by a reduction of three percent in the number of outdoor suspensions, as documented by the Executive Summary Report of Student Case Management Referrals.

Given the emphasis on the need to maintain accurate attendance records and be in compliance with the new attendance policy, 100 percent of the teachers will utilize the district webbased electronic gradebook to record daily attendance each period, as evidenced by the daily generated report.

Given instruction in physical education classes, students will improve their fitness as evidenced by 82 percent of students becoming award recipients as measured by the 2008 administration of the FITNESSGRAM.

Given emphasis on meeting graduation requirements, Miami Sunset Senior High School will increase the number of students participating in elective courses of their choice.

Miami Sunset will improve its ranking on the ROI index from the 78th percentile in 2004-2005 to the 88th percentile on the next ROI index.

Given the need to decrease the dropout rate, Miami Sunset Senior High School will increase the graduation rate from 70 percent in 2006 to 71 percent in 2007.



School Improvement Plan

2007-2008



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

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

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



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.

7531 - MIAMI SUNSET SENIOR HIGH SCHOOL

VISION

The Vision of Miami Sunset Senior High School states that students will acquire the knowledge to function effectively in today's society by graduating with a specific career plan.

MISSION

The Mission of Miami Sunset Senior High School is to provide students with a personalized learning environment, academic rigor, and necessary skills to prepare them for challenging and rewarding careers in a global economy.

CORE VALUES



School Improvement Plan 2007-2008



Excellence:

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

Integrity:

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

Equity:

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

Citizenship:

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

School Demographics

Miami Sunset Senior High School was established in 1978. It is located at 13125 SW 72nd Street, Miami, Florida, 33183 on 31.77 acres of land. Twenty-five classrooms were added to the main building as a renovation project that was completed in 2000. There are 41 portable classrooms. The school mirrors the community with 81 percent Hispanic students, 9 percent White, 6 percent Black, and 4 percent Asian/Multi-racial/Native American. Forty-three percent of students are on free or reduced lunch. Thirty-two percent of students in grade 9 and 44% in grade 10 scored at Level 1 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT). Twenty percent of students in grade 9 and 17% of students in grade 10 scored at a Level 1 on the Mathematics portion of the FCAT. None of the No Child Left Behind (NCLB) subgroups made adequate progress in Reading and the White subgroup made adequate progress in Mathematics. Schools that are part of the Miami Sunset Feeder Pattern are: Coral Reef Senior High School, Kendale Lakes Elementary, Herbert Ammons Middle, Calusa Elementary, Claude Pepper Elementary, Kendale Lakes Elementary, and Miami Sunset Adult. Three middle schools that participate in the articulation process and are not part of the feeder pattern are: Howard D. McMillan Middle, Arvida Middle, and Hammocks Middle.

Miami Sunset began the year with 712 seniors, however, 1.4 % of the students did not graduate with a standard diploma, 71 students received a certificate of completion, 9% of the students received a Special Diploma, and 5% of the students chose the General Education Diploma (GED). Only 1.4% of the seniors were not promoted and the total dropout rate was 2.2%. The School-to-Career program assisted students in developing portfolios, and participating in internships, and service learning opportunities. The total number of students that participated in the School-to-Career program was 3,056.

The average class size for students in grades 9-12 for general education is 28.2. The average class size for SPED students in grades 9-12 is 14. The student teacher ratios in grades 9-12 is 1:28 for general education and 1:15 for SPED students. An inclusion model is implemented for SPED students which contributes to the class size reduction.

There are currently 2956 students enrolled at Miami Sunset, 321 students participate in the Special Education Program (SPED) and 29.28% of SPED students spend 80% of instructional time with standard curriculum students. At Miami Sunset, 132 students are English Language Learners (ELL) and are enrolled in the English for Speakers of Other Languages Program (ESOL). There are 287 gifted students who are serviced within a consultative model to monitor student progress. Twenty-five percent of 9th grade students scored at Level 1 on the Reading portion of the FCAT. Thirty-three percent of 9th grade students scored Level 2 on the Reading portion of the FCAT. Student attendance has become a priority for Miami Sunset with an average attendance rate of 93.07% in 2006-07 as compared to 92.40 in 2005-06. Students in grade 9 are part of a Freshman Academy and participate in an academy of their choice for grades 10-12.

The Leadership Team at Miami Sunset High consists of five administrators, one Reading Coach, one Math Coach, one Professional Development Liaison/Critical Friends Group Coach/Test Chair, and 12 Department Chairpersons. The demographics of the current 474 staff members are 289 females and 185 males, 52 percent are Hispanic, 31 percent are White and 17 percent are Asian/Multiracial/Indian. There are four paraprofessionals, nine guidance counselors, 21 custodians/service workers, one media specialist, two Computer Specialists, 12 clerical/secretaries, 129 classroom teachers, and 23 Special Education teachers. Currently, there are 209 full-time members and 56 part-time members. Thirty-five percent of the faculty members have a Master's Degree; 7 percent of the faculty members have a Specialist's Degree and 4 percent of the faculty members have a JD, Ph.D or Ed.D. There are currently four teachers who are National Board Certified (NTBC) and 4 who are currently in the process of seeking certification. This year, the staff's population included 17 new teachers.

The average teacher at Miami Sunset Senior High School has approximately 11 years of teaching experience. Due to an increase in housing costs, teachers have resigned to move to another state. Teachers who are on Leave require the hiring of a permanent substitute, which becomes an area of concern for teaching and learning when the subject area is one of the critical shortages. Therefore, maintaining continuity of effective instruction becomes challenging. Recruiting teachers for a temporary position becomes difficult when there are other schools in the local area which have openings for a permanent position. Teachers that do not complete certification requirements are terminated by the District and pose recruitment challenges for adequate planning for the opening of school. The District conducts teacher recruitment fairs frequently to assist with the hiring process.

Miami Sunset offers a variety of special programs for students within the SPED program and provides each student with an Individualized Educational Plan (IEP). These programs include: Varying Exceptionalities (VE), Educable Mentally Handicapped (EMH), Hearing Impaired (HI), Physically Impaired (PI), Emotionally/Behavioral Disordered (EBD), and Other Health Impaired (OI) students. English Language Learners (ELL) students receive services through the English for Speakers of Other Languages (ESOL) program and tutoring in the Home Language in content area courses. Other programs students may be enrolled in include: Diversified Career Technology, Marketing and Entrepreneurial Careers, Diversified Education for Handicapped students, or Project Victory. The average pupil-to-teacher ratio is 23 to 1. The total number of students in the SPED Education program consists of 9.8% of the total school's population. The average ratio for a SPED class consists of 1 teacher for every 15 students, and 5 students require a paraprofessional.

The curriculum at Miami Sunset provides each student with an opportunity to experience rigorous courses. Twenty-three Advanced Placement courses are offered and CISCO Networking courses are available to students as Miami Sunset is one of the few high schools in the District that has maintained steady enrollment leading to a specialized certification. The Early Childhood Program is



School Improvement Plan 2007-2008



another program that leads to certification and program completion. The Academy Model will be in full implementation for 2007-2008. The Small Learning Communities Grant has been awarded to support secondary school reform initiatives. The academies offered at Miami Sunset are: Bio-Medical and Medicine, Communication Arts/Digital Media, Education, Engineering, Global Studies, Information Technology, International Business & Finance, Visual & Performing Arts and Law and Public Service. The National Academy Foundation (NAF) provides additional professional development opportunities and support. The College Board and the Division of Advanced Academics provide students to take Advanced Placement courses and all ninth and tenth grade students participate in the PSAT administration in the month of October. Miami Sunset is a testing location for the Scholastic Aptitude Test (SAT) and the American College Test (ACT) to increase the number of students taking the test to apply for competitive colleges and universities. Students at Miami Sunset have the opportunity to participate in school activities. During 2006-2007, 2400 students participated in 46 clubs and 6 honor societies. Miami Sunset also provides students the opportunity to participate in a variety of sports. Students at Miami Sunset also take courses through Dual Enrollment at local universities and online courses through Miami-Dade and Florida Virtual Schools.

The Miami Sunset Adult Education Program extends numerous opportunities for students and adults in the community to accomplish goals toward graduation and/or continuing education and training in a specific program of study. High School courses are offered every trimester for students who want to pursue a standard high school diploma. The Highway 2 Success (H2S) program is being implemented to target high school students who are overage, and/or have a low Grade Point Average (GPA), or have failed continuously. Beginning in 2007-08, Miami Sunset will work collaboratively with the Adult Center to implement the ODYSSEY credit-recovery program to assist students with their high school completion plans.

The District is divided into six Regional Centers. Each Regional Center has a Superintendent who reports to the Superintendent of Schools and School Operations and supervises Administrative Directors in the Regional Center, who oversee different areas such as curriculum and instruction, student attendance, personnel, teacher evaluation, building maintenance, school safety, community involvement and professional development. Each Administrative Director is assigned a Feeder Pattern and instructional supervisors that provide curriculum support.

Dade Partners and the Parent Teacher Student Association (PTSA), provide resources that benefit all stakeholders. The Regional Center encourages participation in Family Involvement Conferences, Superintendent of School's Town Hall Meetings, career fairs, and events such as "Principal for the Day" which may be sponsored by the District and/or Dade Partners. Adult and Student volunteers, Assistant Principals, Principals, and students are recognized during annual events by the District.

Miami Sunset utilizes the Connect ED automated system to communicate with parents about school information to announce upcoming meetings and events relating to EESAC, PTSA, testing information, grade level orientations, financial aid and college workshops and other relevant information. Additional methods of communication are facilitated through the school newsletter, newspaper, digital marquee, and the local newspaper. The Parent Academy offers workshops for parents that cover topics relevant to high school students such as drug and gang prevention, athletic information, drop-out prevention, school-to-career transition, and college admission.

Student attendance and a lack of parental involvement continue to be areas of concern. Herbert Ammons Middle School, a School of Choice, is the only middle school that is part of the Miami Sunset Feeder Pattern. The other three middle schools where incoming ninth grade student attend, are not in the same Regional Center. The articulation process can be challenging and communication between Student Services and Department Chairpersons needs to increase. The number of Schools of Choice and Charter Schools continues to increase, and this contributes to a moderate to high mobility rate within schools in this large, urban district. Miami Sunset receives a limited number of students on transfers due to MacKay Opportunity Scholarships for students with disabilities, NCLB, and Best Interest for all grade levels throughout the school year and presents some challenges during the acclimation process, such as continuity in career pathways, program completion, and participating in athletics and activities when transportation is limited. Mentorship programs and Parent Academy workshops need to increase to provide additional support for transfer students and their families to take advantage of all of the programs Miami Sunset offers.

The average number of students that graduate in four years is 776, with the majority receiving a standard diploma. Other diploma options include: Certificate of Completion, SPED diploma, and General Education Diploma (GED). The Miami Sunset Adult and Community School partner with Miami Sunset High School to increase the number of students who graduate from high school by offering credit recovery courses that are web-based in addition to classes taught by certified teachers in a classroom.

Miami Sunset is part of the Facilitating Academic Success Together (FAST) learning community created by Regional Center VI to assist schools in need of improvement. The Action Plan includes a focus on literacy at the core of the instructional program, a structured curriculum utilizing research-based materials, innovative and appropriate instructional strategies, instructional decisions based on student achievement data, supplementary education through tutorial services, a proven rigorous professional development strand, and additional resources.

Miami Sunset has selected Felix Varela High School as its match. The school is located nearby and is also part of the same cohort for the Small Learning Communities Grant and the FAST school learning community. The student demographics are similar and the school opened with an academy model. Test scores are similar and the school is part of the same Regional Center. Both principals have extensive middle and high school experience and staff members from both schools have developed a curriculum map for the content area courses. The students in both schools compete with each other for community service, fundraising activities for the



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United Way, and teacher-sponsored competitions for academics to promote student achievement and personalize the learning communities. Instructional staff members from each core content areas in these two schools will work collaboratively to plan curriculum maps and Instructional Focus Calendars (IFC's) to align instruction to the Sunshine State Standards. Ongoing professional development will be provided to promote collegiality and support throughout the school year. Results expected will include: Significant learning gains in the areas of Reading, Mathematics, and Science on the FCAT and an increase of students participating in Honors and Advanced Placement courses.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

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

Data/Information/Knowledge Management:

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

Education Design:



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

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

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

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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

Teachers will be provided with instructional focus calendars to provide students with the necessary exposure to the FCAT benchmarks and strands. Critical Friends Groups will be utilized to create an opportunity to share cooperative learning strategies, differentiated instruction to meet the learning needs of all students, and Daily Strategic Reviews (DSR's) to provide additional opportunities for students to reinforce test-taking skills. We recognize the need for ongoing informal and formal assessments to monitor individual student progress. During department meetings FCAT chats will be utilized to have discussions about data and to make necessary adjustments as needed. The CIM which is part of the FAST Action Plan will be monitored by examining and discussing assessments with all stakeholders during daily/weekly/monthly meetings accordingly. Professional development will be provided such as Creating Independence through Student-Owned Strategies (CRISS) training, Accelerated Reader, Read 180, Cognitive Tutor, Item Specifications on the FCAT, and the integration of technology within the curriculum.

Disaggregated Data :

Faculty and staff will utilize the CIM to discuss the data results weekly during department and Critical Friends Group meetings and adjust instruction based on results of assessments. FCAT practice assessments will provide teachers with additional data to make necessary changes to meet individual student needs. Data chats/discussions will assist teachers in identifying students with Advanced Placement (AP) potential to pursue taking AP courses or Honors level courses.

Informal and Formal Assessments:

Benchmark mini assessments will be ongoing throughout the school year to measure student progress. A nine-week instructional focus calendar will assist with providing continuity throughout the language arts/reading, social studies, science and mathematics classrooms to prepare students for the FCAT 2008 assessments. In addition, a new science course, Integrated Science for Level 1 and 2 students will be offered to remediate science skills of students and to prepare them for the science portion of the FCAT. Teachers will be trained to implement Action Research to identify problems, study possible solutions and reevaluate strategies that are not improving student progress.

Alternative Instructional Delivery Methods :

Students will be provided before school, after school and Saturdays.
Students will be provided with web- based tools for reinforcement of reading, mathematics and science skills at home. One-on-One instruction will be provided for English Language Learners (ELL) with the teacher in the Home Language Assistance Program (HLAP), and SPED students by utilizing additional resources or personnel provided.

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: Reading, Science, Math, Writing

Responsibility of Teaching Reading for Every Teacher: Reading, Science

Quality Professional Development for Teachers and Leaders: Reading, Math, Science

Small Learning Communities: Reading, Technology, Electives and Special Areas, Health and Fitness, Graduation

Intensive Intervention in Reading and Mathematics: Reading, Math, Science

Course Choice Based on Student Goals/ Interests/Talent: Reading, Math, Electives and Special Areas

Master Schedules Based on Student Needs: Reading, Math, Electives and Special Areas, Graduation

Parental Access and Support: Parental Involvement, Math, Technology, Discipline and Safety

Applied and Integrated Courses: Math, Science, and Health and Fitness

Academic and Career Planning: 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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be literate members of society.

Needs Assessment

An assessment of data reveals that 61 % of students in grade nine and ten are still reading below grade level. Specifically, the majority of Level 1 students within that population is reading two or more grade levels below their current grade level and requires additional intensive instruction in fluency, comprehension, and context clues. Based on the 2007 Florida Comprehensive Assessment Test (FCAT) results, students in grade nine are most successful in the area of comparisons, which increased 3% in the last year. Moreover, they need additional help with the area of words and phrases. However, the critical area in reading is reference and research. Trends indicate that the number of grade nine students in FCAT Level 1 Reading has increased by 16% and students in FCAT Level 3 and above have decreased by 11% in the last year.

The students in grade ten decreased their scores in comparison clusters. Their level of performance in words and phrases reveals the need for additional help in this area. On average, students performed at 50% mastery in this area. The data also reveals that 44 % of the students made learning gains in reading, 44 % of students in the lowest 25 % made learning gains but none of the subgroups made adequate yearly progress. Further analysis shows that 24% of African American students, 34 % Hispanic students, 29 % of economically disadvantaged students, no Limited English Proficient (LEP) students and no Special Education students (SPED) scored at or above Level 3 in reading.

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 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, the number of students meeting high standards in grades nine and ten will increase to 58% as measured by the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, White students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SPED students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students achieving high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grade nine and ten will increase their reading skills as evidenced by a minimum of 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner(ELL) students in grades nine and ten will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest 25 % will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their reading skills as evidenced by a minimum of 58% of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review Academic Improvement Plan (AIP) data quarterly to ensure that students identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act are improving in the designated areas using the Continuous Improvement Model (CIM).	Administrative Team, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Instructional Focus Calendars (IFC) to ensure that all areas of weakness are being addressed and conduct Classroom Walk-Throughs to determine effectiveness of teaching.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Incorporate data to vary instruction based on the information from the results of assessments such as benchmark assessments, district interim assessments, Florida Oral Reading Fluency Test (FORF), Read 180, and Reading Plus.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize information to provide specific lesson plans, as well as model lessons and closely monitor teacher and student progress by the Reading Coach and Language Arts Department Chair.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify all Level 1 ninth grade students and schedule them into intensive reading classes utilizing the READ 180 and Language! by Sopris Program.	Administrative Team, Reading Coaches, Language Arts Department Chair	7/15/2007	8/20/2007	District-wide Literacy Plan	0

Target fluency through the implementation and utilization of the Reading Plus program.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Monitor consistently Level 1 Intensive Reading Classes so that instruction can be adapted and differentiated based on students' needs.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize Read 180 in grade nine Reading classes for level 1 students, and Special Education Intensive Reading classes concentrating on the five essential elements: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide a small group differentiated instruction rotational model that consists of whole group direct instruction, small group direct instruction, Read 180 software, modeled and independent reading.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Review data and closely monitor teacher delivery and student progress through a review of assessment data by the reading coach and department chairs for Language Arts and SPED, as well as by administration.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify Level 2 students and place them in intensive reading classes and/or homogenously group them into English classes.	Administrative Team, Reading Coaches, Language Arts Department Chair	7/15/2007	8/20/2008	District-wide Literacy Plan	0
Focus on the five essential elements of reading utilizing Reading Plus, as well as, curriculum maps designed specifically by Region 6, in addition to utilizing Jamestown Reading Plus, and Impact.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify all Level 1 students in grades ten through twelve and schedule them into intensive reading classes utilizing the Reading Plus Program.	Administrative Team, Reading Coaches, Language Arts Department Chair	7/15/2007	8/20/2008	District-wide Literacy Plan	0
Provide opportunities for remediation in the areas of fluency and comprehension through the use of the Reading Plus.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze data of the students' performance to differentiate instruction and address individual needs of the students.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Support instructional delivery by utilizing programs such as Reading Plus, Curriculum maps designed specifically by Region 6, Jamestown Reading Plus, Scholastic Reading Assessment (SRA) kits, and Impact.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2007	District-wide Literacy Plan	0
Reinforce and strengthen the student's area of basic needs, such as, phonemic awareness, phonics, fluency, vocabulary, and comprehension through the additional use of the Language! Program.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Develop a tutorial program in all academic areas for all students, sponsored by the National Honor Society (NHS), to assist students in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their content area skills.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide FCAT tutoring during school, after school, and on Saturdays to ensure that the academic needs of the students are being met and to help maintain students with FCAT achievement Levels 3 or higher. Specific benchmarks will be targeted during these sessions that meet each student's specific needs as determined by data provided on the FCAT results.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the reading coaches to model, observe, collaborate, coach teachers, and analyze data. The reading coaches will plan, demonstrate, co-teach, mentor, support, and provide ongoing feedback to the Language Arts department, SPED, LEP, and other content area teachers in order to improve the reading program and overall student success.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Provide time for teachers to meet in their SLC teams for collaborative planning that aligns the curriculum while emphasizing a strong focus in reading and vocabulary, using the CIM.	Administrative Team, SLC Leader	8/20/2007	6/5/2008	Continuous Improvement Model	20000
Provide differentiated instruction across the curriculum implementing CRISS strategies, Reciprocal Teaching, and best practices sessions, in order to enhance and improve literacy across the curriculum.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide opportunities for Language Arts teachers to attend Pre-Advanced Placement and Advanced Placement (AP) workshops in order to maintain students scoring at an achievement Level 3 and above.	Administrative Team	8/20/2007	6/5/2008	Advanced Academics	2000
Utilize District-provided assessments aligned with the SSS tested benchmarks. Administer assessments every three weeks.	Administrative Team, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Edusoft, a data management system, to score assessments and generate disaggregated data reports to monitor school-wide deficiencies as well as strengths.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the consultative inclusion model so that SPED students will receive additional reading support in the classroom and in small group settings.	Administrative Team, SPED Program Specialist, Teachers	8/20/2007	6/5/2008	Inclusion of SWD	40000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrative Team, Language Arts Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrative Team	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Research based programs include: Textbooks - McDougall Littell Language of Literature Series Literature (for students in grades nine through twelve), Read 180, Reading Plus, Jamestown Reading Plus, Language! Program (Sopris West) and IMPACT

Professional Development



School Improvement Plan 2007-2008



Present a diverse and relevant array of fundamental professional development opportunities to all faculty members, such as:

- o Creating Independence through Student-Owned Strategies (CRISS)
- o Curriculum Mapping Strategies
- o Read 180
- o Reading Plus
- o Small Learning Communities' Training
- o Best Teaching Practices Sessions
- o Language! Program Workshops
- o Advanced Placement (AP)
- o Workshops
- o Continuous Improvement Model (CIM)
- o Differentiated Instruction
- o Critical Friends Group Training Sessions

Provide professional development that will enable school-site administrators to support the CIM, Differentiated Instruction activities, as well as, any and all professional development activities encouraged to support the school-wide literacy plan that includes: CRISS, etc.

Incorporate instructional strategies to support inclusion classes.

Provide training and support for SLC's.

Present on-site learning opportunities to faculty and administrators, such as:

- o CRISS Strategies
- o Differentiated Instruction
- o Continuous Improvement Model
- o Strategies for LEP and SPED Students
- o Instructional strategies that support inclusion classrooms

Evaluation

Evaluations to be used throughout the year will be based on district and school-wide assessments. Information provided will be used for progress monitoring. Additional data utilized will be a result of information collected through the Reading Plus and the READ 180. The final evaluation will be the results of the 2008 FCAT Reading Test.

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment



School Improvement Plan

2007-2008



An assessment of data indicates that nearly 41% of students in grades nine and ten are not performing proficiently in math. In particular, the greatest area of need for grade nine students is measurement. The average score revealed that although 42% of the measurement-based problems were solved proficiently, it also illustrated that intense remediation in all of the tested benchmarks was needed. Furthermore, grade nine students did not demonstrate additional growth in concepts such as number sense, measurement, geometry and algebraic thinking, and demonstrated a decrease in achievement in the area of geometry by 9%.

An analysis of the scores revealed several deficiencies for grade ten students in specific areas. For example, in the area of measurement on average, scores illustrated that only 40% of grade ten students answered proficiently. In the area of geometry, only 28% of grade ten students answered proficiently. In the area of Data Analysis, only 36% of students in grade ten students answered proficiently. Grade ten students, similarly, demonstrated a decrease in achievement, or proficiency, the same within all of the content groups. A 9% decrease in the area of number sense and data analysis, as well as, a decrease in geometry by 14% was also noted for the tenth grade students. Gains were made, however, in the area of measurement by 10% and in the area of algebraic thinking as demonstrated by a 7% increase in proficiency.

Accordingly, within the area of mathematics, the number of FCAT Level 1, grade nine students remained the same but decreased in tenth grade by 3%. Interestingly, the number of students in grade nine that demonstrated proficiency at or above FCAT Level 4 increased by 3%. Furthermore, the number of students that demonstrated gains in mathematics increased by 65%. This illustrates how essential it is to augment support to increase the performance level for those students within the lower or, bottom, 25 percentile.

In conclusion, in grade nine, Level 1 students demonstrated no growth or decreased in achievement while Level 2, grade nine, students increased by 1%. Level 3, grade nine students demonstrated a 1% deficiency. Level 4, grade nine students demonstrated a 2% increase in proficiency. Concurrently, Level 5 grade nine students demonstrated a 1% increase in proficiency as well. Therefore, the percentage of students that rose from 53% to 54% was greater than or equal to 3% of the total population.

Consequently, in grade ten, Level 1 students demonstrated an increase in proficiency of 3%. Level 2, grade ten students demonstrated an increase in proficiency of 5%. Conversely, grade ten students demonstrated a decrease in proficiency of 2%. Level 4 grade ten students demonstrated a decrease in proficiency of 1%. And, finally, Level 5 grade ten students demonstrated a decrease in proficiency by 3%. Therefore, the percentage of students that fell from 66% to 59% was greater than or equal to 3% of the total population.

The comparison between the 2007 scores for grade ten students versus 2006 scores for grade ten resulted in interesting data. There was a decrease in the amount of students that achieved a performance Level of 3 by 2%. Additionally, the amount of students that achieved a performance Level of 4, decreased by 1% and Level 5 decreased by 3%.

Conversely, Levels 1 and 2 demonstrated an increase in amount of students included. The amount of Level 1 grade ten students demonstrated an increase of 3% while the amount of Level 2 grade ten students demonstrated an increase of 5%. However, a comparison of current grade ten students, basically, the same subgroup assessed last year as ninth graders, demonstrated that there was a significant decrease in the Levels 1 and 2 with each dropping by 3%. Level 3 and 5 decreased by 1 and 2% respectively. However, Level 4 demonstrated a significant increase in the population by 10%. So, overall, Levels 1 and 2 fell by 6% while Levels 3 and above rose by a total of 11%.

Through ample scrutiny of the collected data it was discovered that satisfactory progress was not made by any of the subgroups within the year. For example, 55 % of the Hispanic students, 36% of the African American students, 49% of the economically disadvantaged students, 38% of the LEP students and 17% of the SPED students (Special Education) scored at or above Level 3 in mathematics.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades nine and ten will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL students in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, grade nine and grade ten students scoring in the lowest 25% will improve their mathematics skills as evidenced by a minimum of 44% of the students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their mathematics skills as evidenced by 62% of the students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with the CIM in order to present the differentiated curriculum and/or instruction needed to create an environment conducive to growth needed that demonstrates student achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze data collected to monitor student progress and adjust instruction as needed.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide teachers with Instructional Focus Calendars that will concentrate on deficiencies displayed school-wide.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Implement the program Edusoft as a scoring tool as well as to disseminate the necessary data for assessment of skills.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assess the data collected from Edusoft on a regularly scheduled basis so that a review of the scores, data, instruction used, etc. can be made by the teachers, mentors or peers and/or administration, if needed, for feedback in possible alignment of instruction to meet present student needs.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement The Cognitive Tutor program, a research-based mathematics program, for both Algebra I and Geometry students.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize The Cognitive Tutor program to assist students how to focus on mathematical problem solving through strategies necessary not just for problem solving but, for understanding the process and allowing for corrections.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Allow students a level of work independence via technology-based programs, such as the Cognitive Tutor program.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0

Allow students to work at their own pace while using the Cognitive Tutor program so they can analyze the step by step process employed in solving each problem.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide activities within the classroom meant to complement the textbook assignments and activities while increasing the skill levels, paralleling those concepts presented within the software.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assess the individual Level 1 and Level 2 students' mathematical foundation or, prior knowledge, by dissecting each step the student took to solve the problem in order to expand upon this base.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Present curricula suited for the Level 1 and Level 2 student's individual degree of knowledge, comprehension and application abilities.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate written analyses and classroom presentations to emphasize the concepts covered, as well as, use them to build upon for future concepts.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer assessments that parallel the Sunshine State Standards on a tri-weekly assessment basis as well.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Ensure that the benchmarks tested within the tri-weekly assessments align and assist for any adjustments that need to be made to further increase achievement levels.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Create communication system that will facilitate exchange of information and data gleaned from the formative and summative assessments.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide opportunities with the data accumulated through evaluations, observations, activities, etc., for feedback to assist with increasing rigor and student achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize opportunities similar to but, not limited to, activities such as: lesson modeling, content delivery suggestions and observations, lesson plan development and implementation assistance, concept delivery assistance strategizing, regularly scheduled evaluations, as well as, the monitoring of both teacher and student progress.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide students and parents with information regarding data accumulated to provide feedback on strengths and weaknesses necessary to target for increasing achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide support for teachers in instruction, as well as, provide guidance in lesson planning that will parallel benchmarks and assist with student achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the benchmarks from the Sunshine State Standards as a foundation for all of the above-mentioned strategies to ensure success in student achievement and proper alignment of instruction and curriculum.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assist in training and implementation of the Instructional Focus Calendar by providing essential connections between the benchmarks taught throughout the curriculum.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide opportunities for teacher support of the utilization of the IFCs by modeling lessons that can be used across subject areas to encourage team effort morale that will enhance and increase student achievement levels.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide SPED students with additional mathematics support within the classroom and in small group settings through the use of co-teaching and consultative inclusion models.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0

Schedule all ninth and tenth grade SPED students with standard diploma options into 100% inclusion classes with modifications provided as additional support for achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide LEP students with tutoring sessions additionally for preparation of the 2008 administration of the FCAT, as well as, for overall success in their mathematics class.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Implement and utilize proper documentation strategies, such as logs, scoring sheets, etc. to assist with supervision of student progress and achievement levels that can be used to monitor and provide feedback for adequate instruction to assist in achievement	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
The Mathematics Coach and department chairperson will provide teachers with opportunities to plan together in order to develop algebraic and geometric concepts, as well as, processes in mathematics.	Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement pacing guides that will create a plan for instruction throughout the year.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide teachers with opportunities for feedback on use of the pacing guides through meetings, assistance with proper preparation of lesson plans.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Present workshops onsite and/or provide opportunities for teachers to share effective strategies and cooperative activities that will mirror the pacing of student progress while simultaneously providing school-wide compliance.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement strategies to encourage change within the culture and instructional practices in the classrooms across the school.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase academic rigor and relevance through presentations of strategies that support and encourage students via challenges in assignments, activities, etc. that focus on motivating students to achieve the high standards on the administration of the 2008 FCAT Science Test.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Advanced Academics	0
Incorporate specific strategies for intervention within mathematic concepts resulting in the mastery or proficiency needed to illustrate achievement.	Administrative Team, Mathematics Coach, Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide feedback and, opportunities for improvement, based on needs identified through diagnostic assessment data tools. For example, mathematics tutorial programs including but not limited to: in-school pull-out sessions for LEP, after school tutoring sessions, Saturday school tutoring lessons, sessions designed for LEP students, as well as, programs within the Adult Education program such as the 21st Century Grant, will be provided to increase mathematics achievement.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement Intensive Mathematics classes to assist students by providing strategies for improving their achievement levels.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Monitor progress and target specific areas for mastery using pre- and post-testing evaluations for mastery.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Daily Strategic Reviews at the beginning of all mathematics classes.	Mathematics Teachers, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Present opportunities for curriculum mapping and/or adjustment to curriculum mapping or IFCs as a department on a tri-weekly basis.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Monitor the utilization of CRISS strategies, as well as, FCAT-based strategies and problem-solving activities throughout the school to improve achievement in mathematics school-wide.	Mathematics Coach, Department Chair, Mathematics Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0

Increase the rigor and relevance of the curriculum via a partnership with the College Board which will provide opportunities for students to strengthen their weaknesses via specific, targeted, instruction addressing the multiple intelligences and/or learning styles.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Advanced Academics	0
Implement opportunities via the College Board partnership's "Rise to Rigor" program that will encourage students to challenge themselves by taking on more stimulating work while raising their own standards of achievement simultaneously.	Administrative Team, Mathematics Coach, Department Chair	8/20/2007	6/5/2008	Advanced Academics	0

Research-Based Programs

Research-based programs include:

- Cognitive Tutor
- Algebra I Cognitive Tutor
- Geometry Cognitive Tutor
- FCAT Cognitive Tutor
- Bridges To Algebra Cognitive Tutor
- Gizmo, FCAT Explorer
- Riverdeep
- CRISS
- Inclusion Program
- Intensive Mathematics Programs

Professional Development

All mathematics teachers will need to complete professional development activities and/or workshops that include, but are not limited to, CRISS, FCAT Explorer, and Graphing Calculators.

All Intensive Mathematics teachers will need to complete

A variety of professional development workshops such as:

Cognitive Tutor Professional Development Training, FCAT Explorer, River Deep, Gizmo, Bridges to Algebra Cognitive Tutor, FCAT Cognitive Tutor, Geometry Cognitive Tutor, Algebra I Cognitive Tutor, Cognitive Tutor, in addition to, Differentiated Instruction and CRISS Training.

All administrators that have not received training in CRISS will need to complete CRISS Training for Administrators.

Furthermore, a set of core, professional learning opportunities will be presented to the faculty and administration. For example, Differentiated Instruction training, multiple intelligences activities that enhance concept acquisition, a presentation of the implementation and utilization of the CIM, basic LEP and SPED strategies for use with target population in the regular classroom, awareness and training on the Cognitive Tutor program, as well as, a review of the utilization of data analysis and student progress monitoring strategies to assist with student achievement. Finally, teachers will be provided with opportunities to share and teaching strategies used by their peers.

The above-mentioned professional development activities will enable school-site administrators to support the school-wide literacy plan that includes CRISS, while simultaneously enhancing the CIM.

Evaluation

Students enrolled in intensive mathematics courses were identified through FCAT performance levels and scores. School-wide and district assessments will be used for monitoring progress and achievement. Programs such as the Cognitive Tutor and tutoring will also provide essential data that can be used to adjust classroom instructional strategies. Additionally, the implementation and utilization of a tri-weekly assessment strategy will provide data for feedback, monitoring and a good view of strategies that need to be reinforced. The administration of the 2008 FCAT Mathematics Test will be the conclusive evaluation that determines the performance levels of the identified students.

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 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"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Based on the 2006-07 FCAT Writing performance Data, 73 % of grade ten students scored 3.5 or above on the combined essay score. The results of assessment of students writing skills on the state assessment reveal a decline over the last 3 years and FCAT Writing+ clusters, grade ten students achieved 66 % on Focus, 50 % on organization, 61% on conventions, and 44% on support.

NCLB Subgroup Target

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



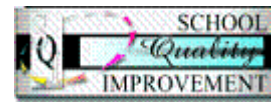
School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or higher as documented by scores on the 2008 FCAT Writing+ Test.

School Improvement Plan 2007-2008



STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Daily Strategic Reviews (DSRs) in all language arts classes to increase the opportunity for all students to improve their writing skills.	Language Arts Department, Administrative Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide students with the words of the day and idiom of the week to expand their vocabulary through audiovisual media.	Administrative Team, Reading Coaches, Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement the use of writing strategies across curriculum.	School wide-Instructional Faculty Members	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Use the College Board's AP Potential Program to identify students who have potential to succeed in an advanced academic course.	Assistant Principal for Curriculum, Counselors	1/7/2008	6/5/2008	Advanced Academics	0
Encourage teachers to attend professional conferences, writing institutes, and in-service programs.	Assistant Principal for Curriculum, Administrative Team	8/20/2007	6/5/2008	Succession Management	20000
Administer timed FCAT WRiting+ prompts periodically for practice of expository and persuasive writing.	Language Arts Department, Assistant Principal for Curriculum	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Align curriculum, using the state adopted text book series, to Sunshine State Standards in order to provide all students with the skills necessary for academic success in writing.	Language Arts Department, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use SPI Data and FCAT Writing+ practice scores to enable analysis of the on-going progress of students through the Continuous Improvement Model.	Language Arts Department, Administrative Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop and implement an intensive student workshop two weeks prior to testing geared at providing students with useful strategies that will assist in enhancing their writing proficiency and ability.	Administrative Group, Reading Coaches, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Adhere and abide by the Holistic Scoring Rubric located in the Understanding FCAT Reports guide.	Assistant Principal for Curriculum, Language Arts Department	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide writing workshops for all teachers that focus on developing writing skills and enhancing writing ability.	Administrative Team	8/20/2007	6/5/2008	Succession Management	0
Create a school wide model of reform to alter current practices and engage students in actively learning.	Administrative Team	8/20/2007	6/5/2008	Secondary School Reform	0
Utilize writing portfolios in all Language Arts ninth and tenth grade classes.	Administrative Team, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Critical Friends Group strategies in order to address student strengths and weaknesses in regards to writing expository and persuasive passages.	Administrative Team, Critical Friends Liasons	8/20/2007	6/5/2008	Secondary School Reform	0
Implement team planned units involving writing activities in ninth and tenth grade.	Administrative Team, Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide access of FCAT Writing+ sample tests to increase student awareness of state writing expectations and criteria.	Administrative Team, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide access of FCAT Writing+ sample tests to increase student awareness of state writing expectations and criteria.	Administrative Team, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Writing Pacing Guide strategies to assist in enhancing overall writing skill and ability.	Administrative Team, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize CRISS strategies to infuse writing across the curriculum.	Administrative Team, Teachers	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide students with disabilities additional writing support in the classroom and in small group settings using the consultative inclusion model.	Administrative Team, SPED Department Chair	8/20/2007	6/5/07	Inclusion of SWD	0
Provide in-services and modeled lessons by the English department chair and Reading coaches.	Administrative Team, Reading Coaches, Language Arts Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0



School Improvement Plan 2007-2008



Research-Based Programs

Research-based Programs:

McDougal Littell Language of Literature Series, Holt Rinehart & Winston Elements of Language Series

Professional Development

Deliver a variety of essential and relevant professional development opportunities on-site to all faculty and administrators, such as:

- o Holistic Writing Workshop
- o Advanced Placement Workshops
- o Read 180
- o Snapshot Workshops
- o CIM
- o CRISS Strategies
- o Differentiated Instruction
- o Critical Friends Group In-service Training
- o FCAT Explorer Workshop
- o Read 180 Training
- o SPI Training

Evaluation

This objective will be evaluated by the results of the 2008 Florida FCAT Writing+. Other evaluations throughout the year will be interim assessments, pre and post writing tests, and teacher-created 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

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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

Increase the scientific knowledge of all students.

Needs Assessment

An assessment of the results of the 2006-2007 FCAT for Science shows that the mean scale score of the 11th grade students at Miami Sunset is 280, a four point decrease from the previous year and two points below the District's mean scale of 282. Results indicate that students are deficient in all four clusters with the weakest area being life and environment.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eleven will increase their science skills as evidenced by a minimum of 40% of students scoring at or above achievement Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement in all science classes, Daily Strategic Reviews (DSR) that imitates the form and rigor of the FCAT.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Secondary School Reform	0
Utilize the CIM to apply the data collected in order to assist the teachers in providing differentiated instruction, monitoring student progress and allow for multiple intelligence strategizing. Teachers will utilize the Instructional Focus Calendars (IFC) to address deficiencies in science school-wide. Skills will be assessed on a regularly scheduled basis using Edusoft to score and disseminate data. The data collected will be analyzed by the Science Department Chair and school administrators to provide feedback and monitor the progress of students. The feedback will be used to align instruction with curriculum, as well as, student needs.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer regularly scheduled assessments that are supportive of the Sunshine State Standards' tested benchmarks and implement a data management system for monitoring student progress. Edusoft, the data management system employed by Miami Sunset, scores assessments and generates a breakdown of components to monitor school-wide efforts and trends.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Disseminate collected information for review by the Science Department Chair and administrators to ensure feedback that will assist in the alignment of instruction with student needs. Data will also be shared with staff members at faculty, grade/level/team meetings, department meetings, SLC meetings, leadership team meetings, as well as, EESAC and/or PTSA meetings.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the co-teaching and consultative inclusion models, SPED students will receive additional support in the subject area of science, specifically targeting their areas of weaknesses. Furthermore, SPED students will be provided with a small-group setting whenever possible to facilitate student concept acquisition and mastery in science.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Inclusion of SWD	0
Implement the use of pacing guides by providing teachers with a curriculum map for the year. These maps will act as guides to assist teachers in developing scientific concepts and processes through appropriate instruction and practice. Science teachers will be provided with opportunities to meet and discuss strategies, as well as, share lesson plan ideas and determine pacing appropriate for the target population while complying with the school-wide benchmarks.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutoring during the school day for LEP students by the Home Language Assistance Teacher.	Administrative Team, HLAP Teacher, Department Chair	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Utilize CRISS strategies on a daily basis to augment the reading levels of students in the area of science.	Administrative Team,	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize science IFC's to make certain that all tested benchmarks are covered prior to March 2008 administration of the FCAT for Science.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement Explore Learning Programs (Gizmos) in order to enhance student understanding and promote student retention of scientific content.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	4000

Increase student participation in creating projects for the Science Fair.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Conduct assessments every three weeks that are aligned with the Sunshine State Standards (SSS) benchmarks and utilize Edusoft to score assessments and compile data to track strengths and deficiencies.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the consultative inclusion model; SPED students will receive supplementary assistance in both the classroom and in small groups.	Administrative Team, Department Chair, Inclusion Teacher	8/20/2007	6/5/2008	Inclusion of SWD	0
Conduct weekly laboratory activities using inquiry-based thinking skills and increase reading comprehension and mastery of scientific thinking skills.	Administrative Team, Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	10000
Provide FCAT tutoring after school and on Saturdays to ensure the academic needs of students are being met.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	15000
Utilize the CIM and share the data collected with classroom teachers in order to provide differentiated instruction and to track student progress. Data will be reviewed department chair and administrative team to ensure that all students' needs are met.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide specific scientific interventions that target students' specific needs as established by data collected as a result of regularly scheduled assessments.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase the use of technology within the science curriculum by encouraging students to utilize Riverdeep and FCAT explorer to provide opportunities for proficiency and/or mastery of science concepts.	Administrative Team, Department Chair	8/20/2007	6/5/2008	Education Innovation	0
Implement the use of an essential CRISS strategy, such as selective underlining, to enhance and improve literacy across the curriculum and, therefore enhance science concept acquisition and achievement	Administrative Team, Department Chair, Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs include:

Textbooks – Glencoe Physical Science and Integrated Science,
Explore Learning- GIZMOS

Professional Development



School Improvement Plan 2007-2008



Provide a set of core, professional learning experiences to all faculty members on-site that will enable school-site administrators to monitor progress, achievement and target needs to use for aligning the curriculum.

Incorporate CRISS strategies and utilize the CIM to promote the school-wide literacy plan to provide opportunities for student proficiency.

Professional development will incorporate textbook series' adoption orientation activities, as well as, strategies for alignment between the textbook, curriculum and SSS benchmarks.

Professional development activities will become available as school in-services as provided by the District and/or Region.

Deliver a variety of essential and relevant professional development opportunities on-site to all faculty and administrators, such as:

- Continuous Improvement Model
- CRISS Strategies Training
- Differentiated Instruction Training
- GIZMOS Training
- Cognitive Tutor Workshops
- LEP/SPED Strategies Workshops
- Snapshot Training

Evaluation

The 2008 FCAT Science will serve as the final data of evaluation. Progress will be monitored through district assessments, department subject area assessments, laboratory activities and Science Fair projects.

Parental Involvement Goal

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

Florida Education Priorities

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Parental Involvement Statement

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

Needs Assessment

Miami Sunset faces the challenge of focusing on increasing parental and community involvement. Although parents are encouraged to participate in school activities, parental attendance was low during the 2006-2007 school year as evidenced by .05% of parents attending Open House and Advanced Placement (AP) Potential Night. Some parents may be employed in more than one job with limited time to spare to attend their child’s academic and social activities. The school continues to extend a welcoming hand to parents and offer training and assistance in the programs they are asked to encourage and support their children. Opportunities for parents to participate in school activities will continue throughout the 2007-2008 school year, by utilizing the Parent Academy and the extensive programs it offers.

Measurable Objective

Given school-wide focus on parental and community involvement, the school will demonstrate a 1% increase in parental and community participation in Open House Night and AP Potential Night as evidenced by a comparison between the attendance logs for the present year with the attendance logs for the 2005-2006 and 2006-2007 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct grade level orientations through the Parent Academy titled: the Parent Portal Monitoring your Child's Education, college application and financial aid meetings will be conducted entitled: Financing Your Child's college Education.	Administrative Team	8/20/2007	6/5/2008	Parental Choice Options	0
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrative Team, EESAC Chairperson	8/20/2007	6/5/2008	Parental Choice Options	0
Advertise events on flyers, posters and marquee to raise community and parental awareness and involvement.	Administrative Team, EESAC Chairperson	8/20/2007	6/5/2008	Parental Choice Options	5000
Conduct a Parent Teacher Student Association (PTSA) drive to increase parent, teacher, student participation in the PTSA, membership drives will be held at all orientation nights and parents will be encouraged to join and participate.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Increase parental involvement by working with the Parent Academy to schedule valuable parent informational meetings.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Utilize Connect Ed phone service, the newspaper and the school marquee to invite parents to school sponsored activities and to notify them of pertinent information.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Invite parents to attend AP Potential Nights to inform them of Advanced Academic programs and provide an opportunity for questions and answers, as well as, guide parents through the process of such programs.	Administrative Team	8/20/2007	6/5/2008	Advanced Academics	0
Invite parents to participate in EESAC meetings and/or PTSA meetings with the emphasis on providing updates about school events, student activities and school improvement efforts, as well as, educational opportunities for improvement.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Invite parents to awards ceremonies honoring the achievements of students in grades nine through twelve.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Invite parents and community members to Financial Aid Information Nights to assist students with the preparation and financial planning involved in their child's post-graduate educational career.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Invite parents and the community to attend Town Hall meetings for community networking.	Administrative Team, PTSA President	8/20/2007	6/5/2008	Parental Choice Options	0
Provide parent notification for events and activities that promote parent and community involvement through the utilization of the Connect Ed program, as well as, via posting information on the school's electronic marquee featured prominently in front of the school.	Administrative Team, Activities Director	8/20/2007	6/5/08	Parental Choice Options	0
Utilize community newspapers flyers and newsletters that notify parents of upcoming school events, student activities, parent nights, etc.	Administrative Team, Activities Director	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Promote opportunities and create an awareness of the relevance for student and parent involvement by advertising students and parents to attend workshops, orientations, Career Fair, etc.	Administrative Team, Activities Director	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide teachers with opportunities to create and enhance positive communication between the school and the parent through the utilization of brief, positive feedback strategies. For example, sending positive postcards or random notes home to the parent that encourages or provides accolades for progress or accomplishment can foster a meaningful and positive relationship between the school and the home.	Administrative Team, Activities Director	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Research-based Programs include:

- National PTSA Standards for Parental Involvement
- Parent Teacher Student Association (PTSA),
- Families Building Better Readers
- Center for Effective Parenting

Professional Development

Present a diverse and relevant array of fundamental professional development opportunities to all faculty members that include but are not limited to

- o EESAC informative training and membership opportunities
- o Parent Nights (Orientations, Open House, Financial Aid, Awards Ceremonies, A. P. Potential nights)
- o Parent Academy
- o PTSA Meetings/Membership
- o Crisis Intervention Program Trainings

Evaluation

Evaluations will be based on the 2007 School Climate Survey, as well as, workshop attendance rosters, Community Involvement Specialist's records, PTSA Membership rosters, attendance logs at Open House and AP Potential nights. Given school-wide focus on parental and community involvement, the school will demonstrate a 1% increase parental and community participation during the school's special nights as evidenced by a comparison between the attendance logs for 2007-2008 with the attendance logs for 2005-2006 and 2006-2007.

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

Discipline & Safety Statement

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

Needs Assessment

After reviewing 2006-2007 Student Case Management Referrals, the staff determined there is the need to more closely monitor the number of outdoor suspensions.

Measurable Objective

Given the need to increase positive behavior in a safe and orderly environment, student behavior will improve as evidenced by a reduction of three percent in the number of outdoor suspensions, as documented by the Executive Summary Report of Student Case Management Referrals.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop Critical Incident Report Team to ensure a safe learning environment.	Principal/Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Conduct Evacuation Lock Down drills to prepare for emergency situations.	Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Conduct student orientations to communicate school discipline policies to all stakeholders.	Administrative Team	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Refer students identified with anger management problems to the TRUST counselor.	Faculty and staff, Alternative Education Staff, Administrative Team, School Resource Officer	8/20/2007	6/5/2008	Truancy Prevention	0
Provide students/parents with the Code of Student Conduct-Secondary Handbook.	Administrative Team	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Conduct student and parent orientation meetings to communicate school discipline policies to all stake holders.	Administrative Team	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Compile bi-weekly Regional Center VI Suspension Report.	Administrative Team	8/20/2007	6/5/2008	Truancy Prevention	0
Provide positive reinforcement for appropriate and ethical behavior.	Faculty and Staff, Administrative Team	8/20/2007	6/5/2008	Improve Public Perception	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development include:

- Critical Incident Response plan workshop
- Code of Student Conduct-Secondary workshop

Evaluation

The Executive Summary Report of Student Case Management Referrals provided by Informational Technology Services will be used to compare 2007-2008 data to the previous year.

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
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Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

With the implementation of the new district attendance policy, there is a need to manage records school-wide via the webbased gradebook by class period.

Measurable Objective

Given the emphasis on the need to maintain accurate attendance records and be in compliance with the new attendance policy, 100 percent of the teachers will utilize the district webbased electronic gradebook to record daily attendance each period, as evidenced by the daily generated report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote and monitor the use of the Parent/Student Grade Book Viewer.	Administrative Team, Grade Book Manager, Computer Specialist, Teachers	8/20/2007	6/5/2008	Parental Choice Options	0
Provide training for teachers on using the District web-based electronic grade book.	Grade book administrator, Administrative Team	8/20/2007	6/5/2008	Education Innovation	0
Assign four contact teachers to serve as Grade Book Specialists to assist peers.	Administrative Team	8/20/2007	6/5/2008	Education Innovation	4000
Purchase laptop computers for each teacher to support implementation of technology throughout the curriculum.	Principal	8/20/2007	6/5/2008	Education Innovation	0
Continue to develop informational technology and communication and digital design related Small Learning Communities.	Assistant Principals for Technology and Curriculum, Leadership Team	8/20/2007	6/5/2008	Secondary School Reform	0

Research-Based Programs

Not Applicable

Professional Development

Present a diverse and relevant array of fundamental professional development opportunities to all faculty members that include but are not limited to:

Grade Book Training

Evaluation

This objective will be evaluated based on the results of the daily generated attendance reports, quarterly district reports, and end of the year final reports.

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

Health & Physical Fitness Statement

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

Needs Assessment

Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. In the 2006-2007 school year, Miami Sunset had 81 percent of students classified as award recipients.

Measurable Objective

Given instruction in physical education classes, students will improve their fitness as evidenced by 82 percent of students becoming award recipients as measured by the 2008 administration of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use pre and post test to determine fitness levels.	Physical Education (PE) Department	8/20/2007	6/5/2008	Student Wellness	0
Emphasize the importance of physical and nutritional needs to students throughout their health classes.	PE Department, Health Department	8/20/2007	6/5/2008	Student Wellness	0
Ensure that instructional time is dedicated to fitness related activities on a daily basis, in order to improve cardiovascular, flexibility, and muscular strength and endurance.	PE Department Chair, Administrative Team	8/20/2007	6/5/2008	Student Wellness	0
Develop departmental quarterly assessments to assess levels of physical fitness.	PE Department, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Student Wellness	0
Provide technology training to physical education staff on the Tri-fit system.	PE Department, Computer Specialists, Microsystems Technician	8/20/2007	6/5/2008	Education Innovation	0
Communicate the results of the quarterly assessments with parents/guardians via letters home.	PE Department, Administrative Team	8/20/2007	6/5/2008	Exchange Meaningful Information	500
Use FITNESSGRAM to assess, enhance and maintain fitness.	PE Department, Computer Specialists, Microsystems Technician	8/20/2007	6/5/2008	Student Wellness	0
Gather information about student health, school policies, and programs to begin process for implementing the Alliance for a Healthier Generation Program.	PE Department, Administrative Team	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0

Research-Based Programs

"Moving into the Future: National Standards for Physical Education" through the National Association for Sports and Physical Education

Professional Development

FITNESSGRAM workshops
Fitness Conference
Small Learning Communities workshops

Evaluation

This objective will be evaluated based on the progress of the 2007-2008 quarterly assessments, FITNESSGRAM, and other teacher-created assessments.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

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

Needs Assessment

There is a need to have access to a variety of electives in order to increase participation in the various academies at Miami Sunset Senior High School.

Measurable Objective

Given emphasis on meeting graduation requirements, Miami Sunset Senior High School will increase the number of students participating in elective courses of their choice.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Articulate with feeder schools to assess student interests.	Assistant Principal for Curriculum, Leadership Team, Literacy Leadership Team, Student Services staff	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Offer a curriculum that includes interdisciplinary and cross-curricular experiences in math, science, language arts, and social studies.	Assistant Principal for Curriculum, Department Chairs	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Remediate students who scored FCAT Level 1 or 2 through After School Tutorials and Saturday Review Sessions.	Administrative Team, Mathematics Department, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	15000
Provide tutoring in academic areas for all students to reduce course failure.	Administrative Team, National Honor Society Sponsor	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Refer students to resources available through adult education such as Odyssey Course Recovery Program.	Administrative Team, Guidance Department	8/20/2007	6/5/2008	Alternative Education	0

Research-Based Programs

Not Applicable

Professional Development

Small Learning Communities
National Academy Foundation (NAF) Conference
Florida Career Choices workshop

Evaluation

This objective will be evaluated based on the number of elective courses offered in the 2008-2009 Curriculum Bulletin and Master Schedule.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

The most recent data provided from the Florida Department of Education (FLDOE) indicate that in 2004-05, Miami Sunset ranked in the 78 percentile on the Return on Investment (ROI) index.

Measurable Objective

Miami Sunset will improve its ranking on the ROI index from the 78th percentile in 2004-2005 to the 88th percentile on the next ROI index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase awareness of the financial resources expended at the school-level for all stakeholders and how the resources impact student achievement using various forms of communication, e.g. newsletter.	Administrative Team	8/20/2007	6/5/2007	Continuous Improvement Model	0
Evaluate the efficiency and effectiveness of the school as compared to Felix Varela High School, which is the matching school for Miami Sunset for school improvement purposes during articulation meetings.	Principal	8/20/2007	6/5/2008	Seamless PreK-12 Curriculum	0
Provide professional development for teachers in the areas of reading and mathematics to increase the percent of students in all AYP subgroups making learning gains.	Administrative Team, Math Coach, Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	5000
Purchase research-based materials and update technology resources to support school improvement strategies.	Principal, Assistant Principal for Technology	8/20/2007	6/5/2008	Academic Enrichment Opportunities	30000
Provide tutoring after school and on Saturdays to assist students with mastering the FCAT benchmarks and strands.	Administrative Team, Language Arts Department, Mathematics Department	8/20/2007	6/5/2008	District-wide Literacy Plan	15000

Research-Based Programs

Not Applicable

Professional Development

Regional Center VI Principal/Assistant Principal meetings
EESAC/PTSA meetings
Small Learning Communities workshops

Evaluation

On the next FLDOE ROI index, Miami Sunset Senior High School will demonstrate progress towards reaching the 88th 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Graduation (High Schools Only) Statement

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

Needs Assessment

In 2006, Miami Sunset's graduation rate was 70 percent. There was no increase from the previous school year. Secondary reform research indicates that the creation of Small Learning Communities in high schools will produce higher achievement levels, higher graduation and lower dropout rates.

Measurable Objective

Given the need to decrease the dropout rate, Miami Sunset Senior High School will increase the graduation rate from 70 percent in 2006 to 71 percent in 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identity school based leadership team.	Administrative Team	8/20/2007	6/5/2008	Secondary School Reform	0
Review career education programs/academies with the school community.	Counselors, Administrative Team Leadership Team	8/20/2007	6/5/2008	Improve Public Perception	0
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Administrative Team, Leadership Team	8/20/2007	6/5/2008	Secondary School Reform	0
Research community partnerships associated with career/academy theme.	Administrative Team, Leadership Team	8/20/2007	6/5/2008	Secondary School Reform	0
Develop a master schedule to accommodate the required courses for the Small Learning Communities.	Counselors, Administrative Team, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review the matrix of courses for the selection of authorized courses for the Small Learning Communities.	Administrative Team, Leadership Team	8/20/2007	6/5/2008	Secondary School Reform	0
Offer courses to complete graduation requirements and further explore career options.	Administrative Team, Adult Education Administrative Team	8/20/2007	6/5/2008	Secondary School Reform	0
Identify students that meet the criteria for the GED Exit Option for graduation.	Counselors, Career Specialist, Administrative Team	8/20/2007	6/5/2008	Alternative Education	0

Research-Based Programs

Research-based Programs include:

Secondary School Reform (SSR) Framework
Harvard Wide-World Online

Professional Development

Professional Development include:

College and State University admissions workshops
Small Learning Communities workshops
Florida Career Choices workshops
National Academy Foundation (NAF)

Evaluation

This objective will be evaluated by the No Child Left Behind (NCLB) Adequate Yearly Progress Report indicating the graduation rate for the 2007 school year.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:



School Improvement Plan 2007-2008



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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	62000
Mathematics	0
Writing	20000
Science	29000
Parental Involvement	5000
Discipline & Safety	0
Technology	4000
Health & Physical Fitness	500
Electives & Special Areas	15000
Return On Investment	50000
Graduation (High Schools Only)	0
Total	185500



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