



**2007 – 2008**

## SCHOOL IMPROVEMENT PLAN

**School Name:** SOUTH DADE SENIOR HIGH SCHOOL

**District Name:** Dade

**Principal:** Janice B. Reineke

**SAC Chair:** Harold Christofferson

**Superintendent:** Rudolph F. Crew, Ed.D

**Date of School Board Approval:** Pending School Board Approval

**Jeanine Blomberg,  
Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida  
32399



**Cheri Pierson Yecke,  
Chancellor**  
K-12 Public Schools  
Florida Department of  
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325 West Gaines Street  
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## **VISION/MISSION/BELIEF STATEMENTS**

### **Vision**

The vision of South Dade Senior High School is to provide a safe, nurturing, and meaningful educational environment, which challenges students to achieve success, academic excellence, and autonomy in our ever-changing technologically-driven world. We are also called to provide the preparation essential for their entry into institutions of higher learning, vocational programs, and the workforce. We strive to create productive members of a multicultural society who demonstrate good citizenship, social responsibility, and a lifelong love of learning, guaranteeing that no child is left behind.

### **Mission**

The stakeholders of South Dade Senior High School are responsible for providing our diverse student body with a clean and safe environment and the discipline, integrity, knowledge, and skills necessary to succeed and become productive members of an increasingly complex society.

## **SCHOOL PROFILE DEMOGRAPHICS**





## Facility/Community

South Dade Senior High opened in 1953 at 28401 SW 167th Avenue, Homestead, Florida. The campus has features that speak to its uniqueness and attest to its constraints. The school is located on 60 acres in unincorporated Miami-Dade County. Although not within the city limits of Homestead, power is received from the city's utility. The school is located in an area that is primarily agricultural and multicultural with a below-average socio-economic base as evidenced by its recent status change to a Title I school.

Classes are held on an open campus design with patios and outside walkways separating wings of the building, which makes it hazardous during inclement weather and causes flooding on campus. In addition, there are 19 portables used for classrooms. Within the last three years, all classrooms and offices have been networked, but due to the limitations of the facility, any new technological changes require major expense and retooling. The Media Center has 38 computers and an extensive collection of new book titles as well as the Accelerated Reader program. In addition, there is one technology lab, a portable mathematics lab, a biomedical lab, an auto mechanics shop, and three business technology education labs. TV Production students broadcast each day from their own TV studio, but the existing equipment is antiquated.

Construction to replace the 53-year-old building is near completion and the move into a new building that sits on 20 acres to the south of the school is scheduled for March of 2008. The new buildings will not only relieve problems related to the aging structure of the current buildings, it will also relieve future population problems. There is currently a housing boom occurring in the southern end of Miami-Dade County as well as new housing developments that continue to be built on the once agricultural fields near the school which will require the creation of new seats within the high school. The new facility will house approximately 3641 student stations as compared to our current 2437 student stations. The site of the former South Dade High will be converted to agricultural use to support the school's agricultural program.

## Student Demographics

South Dade Senior High is a school with a rich history and a unique demographic profile. Current enrollment is approximately 2670 students in a ninth through twelfth grade configuration. The school's Special Education (SPED) enrollment is 620 students while 99 students are identified as gifted and 162 students are identified as Limited English Proficient (LEP). Buccaneer pride extends across racial, ethnic, and socioeconomic lines as today's generation of Buccaneers are predominantly composed of White, African-American, Hispanic, and Mexican migrant students. The diverse student population reflects that of the community and Miami-Dade County – 20% white non-Hispanic, 23% black non-Hispanic, 54% Hispanic, and 2% Asian/Indian/Multiracial. Twenty percent are students with special needs and 7% are LEP students. The student mobility index is 34% according to our most recent data. Fifty percent of our students are Level 1 in reading and 35% are Level 1 in mathematics. Twenty-eight percent of our students are Level 2 in reading while 29% are Level 2 in mathematics.

## Unique Aspects: STRENGTHS

The past year brought increases in academic achievement in mathematics and

writing. There were three percentage points gained in the number of students achieving high standards in mathematics and writing in the 2007 spring administration of the Florida Comprehensive Achievement Test. Significant learning gains were also evident in mathematics for both students in the lowest 25% and for students in standard curriculum groups. Specific instructional frameworks have been developed as well as tri-weekly assessments in order to monitor student progress and effective instructional delivery. School wide focus calendars are in place in reading, writing, mathematics, and science according to item specifications that will be aligned across the curriculum in order to provide explicit and differentiated instruction to meet student needs. Small Learning Communities and the initiation of academy based programs are in place in accordance with Secondary School reform initiatives and will provide students greater opportunities to succeed.

#### Unique Aspects: AREAS OF CONCERN

The percentage of students meeting high standards in reading, as well as the amount of students in standard curriculum groups and the lowest 25% making learning gains in reading, continue to be areas of concern. Poor student attendance, student disciplinary problems and the high mobility rate of students and administrators affect the consistency and successful implementation of instructional programs.

#### Teacher Demographics

This school employs a total of 220 authorized full-time staff members. Of this group, there are five administrators, 34 SPED teachers, three teachers of Limited English Proficient students, two media specialists, one reading coach, one writing coach, one math coach and five counselors. Their mission is supported by 20 full-time and part-time custodians, 13 full-time and part-time clerical workers, 21 full-time and part-time cafeteria workers, eleven full-time security monitors. Of the instructional staff, approximately 15% are new to this school, with the average length of time teaching in Florida being 12 years. Thirty-two percent of the instructional staff holds advanced degrees. Our staff is also ethnically diverse. Of the five administrators, two are white, one is black, and two are Hispanic. Of our full-time staff as a whole, 52% are white non-Hispanic, 25% are black non-Hispanic, 22% are Hispanic, and 2% are Asian/American Indian. All open positions are filled by the beginning of school although often not by a highly qualified teacher.

#### Leadership Team

Name Employee Number Assignment 2007-2008 School Year Number of Years of Experience

Janice Reineke 041422 Principal 38  
 Evonne Alvarez 213098 Assistant Principal 12  
 David Cadaval 226921 Assistant Principal 10  
 Lawrence Kennedy 161441 Assistant Principal 21  
 Stella Stitsky 071242 Assistant Principal 34  
 Mario Morales 195254 Math Coach  
 Science Chair 13  
 Michael Valancy 079877 Language Arts Chair 27  
 Juan Rey 260078 Mathematics Chair 3  
 Tanya Hanson 144106 Social Studies Chair 21

Beatrice Henington 205675 LEP Teacher and Chair 10

Name Employee Number Assignment 2007-2008 School Year Number of Years of Experience

Celia Almeida 222557 Student Services Chair 12

Karen Kropp-Hernandez 160790 Testing Chair 27

Gary Littlejohn 137535 Physical Education Teacher 24

Cynthia Cato 182745 Business Chair 30

Linda Townley 184404 Vocational and Fine Arts Chair 17

Frantz Haspil 202121 Foreign Language Chair 34

Annette Camara 227189 SPED Chair 10

#### Class Size/Teacher-to- Student Ratio

As of February 2007 the average class size at South Dade Senior High School was 22.6 as compared to the district average of 25 to 1.

#### Attendance Rate

As a Title I school serving a migrant population of lower socio-economic status, South Dade Senior High School struggles with a high mobility rate and below-average attendance. South Dade Senior High School's annual attendance percentage for the 2006-2007 school year was 91.01, an increase of 1.67 percentage points from the prior year but lower than the average for Regional Center VI at 94.74 percent and the District at 94.96 percent.

#### Promotion/Graduation/Retention Rates

As of the most current information on the graduation rate, South Dade has a fifty-two percent graduation rate. The school has met the required one percent yearly increase of the graduation rate. Approximately forty percent of the students are retained each year in ninth grade due to failing grades in either Algebra I, English I or both.

#### Feeder Pattern

The two largest middle schools that feed into South Dade Senior High School are Homestead Middle School and Redland Middle School. Both of these middle schools were graded a "B" in 2006 and have dropped two letter grades to a "D" according to the A+ school grading system. The other two feeder middle schools are "Zone Schools": Leisure City K-8 which dropped one letter grade from a "B" to a "C" and Campbell Drive Middle which dropped from a "C" to an "F".

#### Special Programs.

South Dade Senior High currently offers electives in over fifty different areas including Agricultural Science, Auto Mechanics, Science, Mathematics, Child Care, Nursing, Biomedical Technologies, Business Technologies, Social Sciences, Fine Arts, Foreign Language and JROTC. As a Title 1 school, South Dade Senior High



features numerous programs catering to its diverse needs population. The Migrant Education Program serves the migrant student population. The Miami-Dade Community College Service Learning Program and Florida International University's Gear-Up Homestead Program provides tutors during the school day and after school for students. After-school and Saturday school tutoring is taught by faculty and through the Stay-in-School program. We have a Reading Coach, a Writing Coach, a Math Coach and a Science Coach who work closely with teachers to support data driven instruction and model effective instructional strategies. In addition, students that scored at a level 3 or 4 are identified and addressed through differentiated instruction. Additional in-school counselors include: Stay-in-School, Department of Juvenile Justice, ESE Transition Specialist, school psychologist, Migrant Education Program, TRUST, Career Specialist, and CAP Advisor. At-risk students have the opportunity to enroll at the Ombudsman off-campus education center. Students have ample opportunities to enhance their academic skills through 19 different Advanced Placement courses and 21 honors course offerings in all core subject areas. South Dade Senior High offers students extra-curricular academic oriented clubs and honor societies along with elective courses that encourage students to participate and prepare for district, state, and national competitions. To be Title IX compliant, South Dade fields junior varsity and varsity teams in all major sports for boys and girls, and offers most minor sports.

#### School Community Relations/Partners

The school makes numerous efforts to reach out to its community. South Dade High School has a very active football, band, baseball, basketball, swim team, and JROTC parent booster clubs. The membership of our PTSA is growing, and is made up of active and involved parents. Key dates and announcements are displayed on the school's website. Additionally, the school newspaper, The South Dade Scene, publishes the monthly calendar and announcements of upcoming events. The local newspaper is involved in community activities, and student club members participate in local community organizations. The Agriscience Department sponsors the AG safety seminar for farm workers each year, and South Dade Adult classes are offered year round (GED, auto mechanics). Agriscience, Trade and Industrial, technology, and Child Care students from South Dade participate each year in the Dade County Youth Fair. The Agriscience Department has strong ties with the University of Florida Extension Service and Tropical Research station. The Biomedical Academy is actively involved with Baptist Homestead Hospital and Patches. These facilities provide clinical experience and internship for our students. Our Culinary Institute, Information Technology Academy, and Fine Arts Department all participate in district and state competitions. BUC Café is operated by students and is open to the faculty and community once a month.

#### Grants

The school recently applied for the Magnet School's Assistance Program (MSAP) grant. South Dade was selected from a myriad of schools as one of ten schools to be included in the final Schools of Choice grant process. South Dade has not been notified of its status.

**SCHOOL MATCH**

South Dade Senior High School has selected Felix Varela Senior High School as its school match.

\* Felix Varela Senior High School is located nearby and has the same predominant NCLB subgroup as South Dade Senior High.

\* Felix Varela Senior High School has well developed career academies.

\* Felix Varela Senior High School has earned a grade of "C" for the past two years and a "B" in 2004 – 2005.

\* Felix Varela Senior High School eighty eight percent (86 %) of the students met high standards in reading, sixty-seven percent (67 %) met high standards in mathematics, thirty-eight percent (38 %) met high standards in writing, thirty-six percent (36 %) met high standards in science and forty-eighty percent (48 %) made reading learning gains; seventy-five percent (75 %) made mathematics learning gains.

\*South Dade Senior High will collaborate with Felix Varela Senior High School on writing in order to improve the mean scale score on the 2008 FCAT Writing+.

\*By the end of the school year 2007-2008 new Small Learning Communities academies will be in place to include an interdisciplinary curriculum in the tenth grade similar to the SLC model at Felix Varela Senior High School.

**QUALITY STAFF**

Highly Qualified Administrators







### Janice Reineke, Principal

Mrs. Reineke has been an educator for 39 years and a secondary school administrator for 27 of those years. She obtained her Bachelor of Arts degree in English and history from the University of Florida and a Master of Science in administration and supervision from Nova University. Mrs. Reineke taught English and social studies at Citrus Grove Middle, Miami-Lakes Senior, and Miami-Lakes Middle. As an assistant principal, she served at Booker T. Washington, Rockway Middle, and Kinlock Park Middle. While at Booker T. Washington, she was a discipline administrator and her primary responsibility at the middle schools was as the curriculum administrator.

As a Principal, Mrs. Reineke was assigned to Citrus Grove Middle, West Homestead Elementary, Homestead Middle, and South Dade Senior. While at West Homestead Elementary initiated numerous changes, yielding a rise in the school grade from a F to a C. She accomplished the same at Homestead Middle when she served there as well. Ms. Reineke's experience affords her a complete knowledge of all operational domains and she serves as a resource to other administrators regarding her knowledge base. She was appointed to South Dade Senior in November of 2006 and is in the process of addressing student performance and curriculum at this time.

### Evonne Alvarez, Assistant Principal

Ms. Alvarez has been a secondary school educator for Miami-Dade County Public Schools for twelve years. Ms. Alvarez received a Bachelor of Arts from the College of Behavioral and Social Science from the University of Maryland, College Park in 1993. She obtained her Master of Science degree in Educational Leadership from Nova Southeastern University in 1999. Her first school site assignment was as a reading and social studies teacher at Allapattah Middle School in 1995 where she taught for two years. Ms. Alvarez taught Social Science at Coral Gables Senior High School for three years, grades nine and twelve before becoming an administrative assistant in 1999. As an administrative assistant, her responsibilities were comprised of high school discipline and high school curriculum.

Ms. Alvarez' first administrative assignment was at Kinloch Park Middle School in the year February 2002 as a temporary assistant principal. In April of 2002 she was promoted to a permanent assistant principal over curriculum at Coral Gables Senior High School. Over the span of three years, under her instructional leadership Coral Gables Senior High School came within six points of a "B" in 2005. The following year she transferred to Citrus Grove Middle School in order to increase her knowledge of middle school curriculum. She positively impacted instruction as the schools' curriculum leader and assisted the principal in improving the schools' grade points by twelve points. At the end of the 2006 school year she transferred to South Dade Senior High School. Aspiring to be a principal, she completed the Principal's Preparation Program in June of 2007. As an assistant principal over curriculum and principal's designee her responsibilities include the creation of the master schedule, instructional remediation, testing implementation, certification, personnel, professional development for staff, Student Services, Advanced Placement, monitoring the School Based Budget System and hourly, overtime payrolls, internal funds and the School Improvement Plan and its implementation.

Dr. David Cadaval, Assistant Principal

Dr. Cadaval has been an educator for Miami-Dade County Public Schools for ten years. Dr. Cadaval received a Bachelor of Science in Elementary Education from Florida International University in 1997, and then continued his studies at FIU where he received a Master of Science in Urban Education / English for Speakers of other Languages in 1999. Dr. Cadaval finished his doctorate degree in 2003 at Nova Southeastern University as a Doctor in Educational Leadership. As an elementary school teacher, Dr. Cadaval taught at Henry E. S. Reeves Elementary and Naranja Elementary, working with fourth and fifth grade students with a focus on mathematics and science. During his studies in FIU's graduate school for educators, Dr. Cadaval developed a cross-grade tutoring program between fifth and first graders. Dr. Cadaval's research thesis supported the notion that second language learners benefit not only from receiving tutoring, but from being the providers of tutoring, and that the limited reading material in many inner-city minority households (religious literature) was well beyond the level of comprehension of students and did little to support their literacy capacity.

Dr. Cadaval worked closely with Edison Schools in Manhattan and was sent to the University of Chicago for an intensive training on the Everyday Mathematics program, a mathematics curriculum designed by UC. Dr. Cadaval then trained teachers on the Everyday Mathematics program at Edison Schools across the country, with a focus on the growing markets in San Francisco and the wider bay area, Michigan, Atlanta, and Washington, D.C. Dr. Cadaval brought his expertise back to Miami and assisted his school in the implementation of cutting edge mathematics instruction. Through this process, he re-visited the teams he trained and conducted implementation checks. He supported the schools as a consultant, working out of Edison's New York headquarters.

In 2000, Dr. Cadaval began to work with the Peace Works Foundation through Naranja Elementary, training students and staff on conflict resolution techniques. This experience served as the catalyst for his dissertation entitled *Improving Elementary Teachers' Conflict Management Skills through the Development of a Conflict Resolution Program*. From here Dr. Cadaval moved to the secondary level and taught ESOL at Miami Coral Park Senior High School. Once there, he became the administrator over ESOL and twelfth grade students. Dr. Cadaval worked closely with the Student Services department to assure that seniors met all graduation requirements and with the ESOL department to ensure that Miami Coral Park was in complete program compliance as stipulated by board policy and the legislature. In October of 2005, Dr. Cadaval's transitioned to South Dade Senior High School where he has assisted in the implementation of an intensive reading program, increased student attendance by approximately two percent, overseen the accreditation process through the Southern Association of Colleges and Schools, and personally supervised the Furniture, Fixtures, and Equipment budget for the opening of the replacement high school, CCC-1 to open in the spring of 2008.

Lawrence Kennedy, Assistant Principal

Mr. Kennedy has dedicated 21 years of service to students in Miami-Dade County Public Schools.. He obtained his undergraduate degree in Mathematics from The University of Florida and his master's degree in Educational Leadership from Nova

Southeastern University. Mr. Kennedy began his career as a high school mathematics teacher. For 11 years he instructed students in various mathematics courses; including preparation for the High School Competency Test (HSCT) and the 13th Year Program at Miami Carol City Senior High School during the summer of 1995 under the principalship of Mr. James Hunt. As an experienced administrator of 10 years, Mr. Kennedy has been involved with the Educational Excellence School Advisory Committee for Richmond Heights Middle School and South Dade Senior High School. From 1988-1996 Mr. Kennedy taught GED math and science at the Miami Northwestern Adult Center using manipulatives and cooperative learning. Mr. Kennedy attended a workshop on the Competency Based Curriculum in 1989 and was later selected to assist in updating competencies for mathematics for the State of Florida.

Mr. Kennedy served as Assistant Principal for Curriculum at Richmond Heights Middle for the school year 2001-2002 in which the school's grade move from a "D" to "C". Mr. Kennedy has implemented and coordinated FCAT (math and reading) tutorial sessions after school and on Saturdays at both Richmond Heights Middle School and South Dade Senior High School. The data from the last two years of his administrative service at Richmond Heights Middle School demonstrates, that 34% of eighth grade students tested in the 2001 FCAT Reading, scored a 3 or above, while in 2002, 38% scored a 3 or above. The data from the 2002 Reading and Math FCAT administration further showed that 63% of the eighth grade students made learning gains in FCAT Reading and 65% of the eighth graders made learning gains in FCAT Math.

#### Stella Stitsky, Assistant Principal

Ms. Stella Stitsky holds a Bachelors of Science in Elementary Education from Nova University and an Masters of Arts in Educational Leadership from Nova Southeastern University. She is also certified in Middle Grades Science. Ms. Stitsky taught general science and marine/environmental science for 12 years at Centennial Middle School. As the department head in science, she developed an instructional focus calendar for the science department and led seven science teachers in the delivery of quality instruction. Additionally, she spent one year teaching a self-contained 6th grade group of at risk group of students, infusing reading skills in all core subjects, subsequently raising the reading levels of these students an average of 2.5 years in a single academic year. She was nominated and selected as Dade County Mainstreaming Teacher of the Year in 1996.

In April of 2002, Ms. Stitsky was assigned as a temporary assistant principal to Gulfstream Elementary School and in August 2002 to Cutler Ridge Middle. At both schools, she supervised a large population of Special Education students and implemented inclusion classes at these schools. While at Cutler Ridge Middle, Ms. Stitsky's primary responsibility was curriculum. She assisted the Principal and the curriculum team in maintaining a school grade of B from the State of Florida.

In February of 2003, she was assigned to South Dade Senior High as a permanent assistant principal. She has been instrumental in addressing Special Education curriculum concerns and conflict resolution issues. In curriculum support, she oversaw Florida International University students in a federally funded program, GEAR UP. These graduate students provided in class, after school, and pull-out tutoring for math, science, and reading under the supervision of experienced teachers.



Through this initiative and assisting the assistant principal over curriculum, South Dade Senior High experienced a FCAT level rise during the 2004 – 2005 of 23 points, only 12 points from a C.

Name	Degrees	Certifications	Years of Admin Experience
Janice Reineke	B.S., M.S.	English 6-12, History 6-12,	26 years
		Educational Leadership	
Evonne Alvarez	B.A., M.S.	Social Science 6-12, History 6-12	5 years
		Educational Leadership	
David Cadaval	Ed.D., M.S., B.A.	Elementary Education	4 years
		Educational Leadership	
Lawrence Kennedy	B.S., M.S.	Mathematics 6-12	9 years
		Educational Leadership	
Stella Stitsky	B.S., M.S.	General Science 5-9,	5 years
		Elementary Education, Educational Leadership	

Experience raising the academic achievement levels of low performing students, improving a school's grade and meeting AYP

J. Reineke As the principal of West Homestead Elementary and Homestead Middle, Ms. Reineke oversaw both schools being removed from the list of F schools and rising to the level of a C. Programs that were instituted at both schools contributed to overall learning gains of students and those schools maintained learning gains after she left them.

Evonne Alvarez Over the span of three years, under her instructional leadership Coral Gables Senior High School came within six points from a "B" in 2005. At Citrus grove Middle School, she positively impacted instruction as the schools' curriculum leader and assisted the principal in improving the schools' grade points by twelve points.

David Cadaval As the administrator over ESOL students and twelfth graders at Miami Coral Park Senior High School, Dr. Cadaval closely monitored the academic progress of both the LEP AYP subgroup and the re-takers pending the graduation requirement. While no increase in school grade occurred during his tenure, the school managed to maintain its letter grade under rising mandates.

Lawrence Kennedy As the Assistant Principal of Curriculum at Richmond Heights Middle schools grade changed from a "D" TO "C". Over the span of two years the percentage of eight graders that scored at Level 3 or above increased by 4% over the span of three years. Sixty-three percent of eight graders made learning gains in FCAT reading; sixty-five percent of eighth graders made learning gains in mathematics.

Stella Stitsky As the curriculum temporary assistant principal at Cutler Ridge Middle School she assisted the Principal and the curriculum team in maintaining a school grade of B from the State of Florida. As an assistant principal at South Dade Senior High School in her role to support curriculum, she oversaw Florida International University students in a federally funded program, GEAR UP. These graduate students provided in class, after school, and pull-out tutoring for math, science, and reading under the supervision of experienced teachers. Through this initiative and

assisting the assistant principal over curriculum, South Dade Senior High experienced a FCAT level rise during the 2004 – 2005 of 23 points, only 12 points from a C.

#### Recruitment/Retention of Highly Qualified Teachers

The Comprehensive Reading Plan is addressed through administrative observation and monitoring. All reading classrooms have classroom leveled libraries. Content area classes are required to read for the first ten minutes of each block period. South Dade is promoting the love of reading with the classroom environment for increased student literacy.

[Show attached staff list](#)

### **ADDITIONAL REQUIREMENTS**

#### School Wide Improvement Model

School Wide Improvement Model

The instructional strategies in the school wide improvement plan are based on the various steps of the Continuous Improvement Model. Teachers will be presented with FCAT class data and an activity will be conducted in order for teachers to identify students in the lowest twenty-five percent and the upper twenty-five percent of each of their classes. This activity allows for teachers to be familiar with the achievement Levels of their student population. An instructional framework has been developed to include specific strategies, materials, resources, bi-weekly benchmark assessments and the use of the item-specification document. Professional development activities will be planned to assist teachers in the implementation of programs with fidelity, use of effective instructional strategies and to assist them with data analysis. FCAT chats will be conducted twice during the school year for re-takers and once for students taking the test in March. Data from bi-weekly assessments and Interim Assessments will be discussed individually with teachers and members of the curriculum council. The implementation of the Regional Center VI FAST Action Plan will be monitored on a weekly basis by the principal, assistant principal and instructional supervisors for the regional center. EESAC will be informed on a monthly basis regarding school wide data and student progress. Students will have opportunities for tutoring after school and on Saturdays. Student Services personnel will monitor out of phase students closely and develop an individual student plan for credit recovery.

#### Communication with Parents

Parents are communicated with via EdConnect, newsletters, curriculum fair, articulation, EESAC meetings, Parent Academy, Bilingual Parent Academy, booster clubs, school generated literature and through the school's website.

[Show attached notification of SINI status](#)

#### Pre-School Transition

#### Teacher Mentoring

Teacher mentoring takes place at the school site with beginning teachers. Meetings are held bi-monthly with an administrator, a nationally board certified teacher and a media specialist. Veteran teachers are frequently invited to attend the meetings and share best practices. Teachers new to South Dade are also mentored by the department chair person and are provided with all necessary materials to deliver effective instruction. Several teachers participate in the Alternative Professional Preparation Program and serve as mentors for teachers on annual contract.

#### Extended Learning Opportunities

Extended learning opportunities are available after school, Monday through Thursday and on Saturday mornings. Students scoring at FCAT Level 1 and 2 are identified and will be provided with an orientation for extend learning opportunities. A contract will be designed for students and parents in order to ensure student participation. Student Services will work closely with South Dade Adult Education in order to facilitate credit recovery and increase the schools' graduation rate.

## **SCHOOLS GRADED C OR BELOW**

### **Professional Development**

**Describe the professional development that supports enhanced and differentiated instructional strategies.**

Teachers will continue to receive professional development in differentiated instruction, effective teaching strategies and the incorporation of reading, writing, mathematics and science benchmarks across the curriculum whenever possible. Project based learning will be presented along with other methods to deliver differentiated instruction and will be incorporated into these professional development activities. Professional development will be conducted to review student data and enable teachers to enhance the instructional focus. The ninth grade teachers and curriculum support staff associated with the Small Learning Communities will receive further professional development in differentiated instruction and interdisciplinary instruction to enhance student achievement and transition into the high school.

### **Disaggregated Data**

**Describe the use of student achievement data to determine the effectiveness of instructional strategies.**

After careful analysis of FCAT results and other district and school data, teachers were presented with the results as they relate to their students. Teachers will receive data for all students assigned to them in the 2007-2008 school year and adjust instructional delivery strategies and address deficient areas. Instructional focus calendars were developed for reading, writing, math and science with assessments for the first nine weeks. Additionally, this data was utilized to make adjustments to the master schedule and teaching assignments. Data was a determining factor in the placement of students into particular intensive reading/ language classes and/or intensive mathematics classes. Teachers were identified respective to their teaching assignments based on the disaggregated data from previous assessments and student performance.

### **Informal and Formal Assesments**

**Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress**

The formal assessments that will be used are research based assessments such as Interim Assessments and the informal assessments will be generated by the school site using benchmark assessments in the areas of mathematics and language arts. Learning Series in conjunction with Edusoft will be utilized for creating tri-weekly assessments and helping teachers develop appropriate lesson planning.

### **Alternative Instructional Delivery Methods**

**Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.**

Florida International University, through a GEAR-UP federal grant, is joining with South Dade

Senior High to provide additional services to the incoming ninth grade cohort group. As part of these services, they will provide tutors in mathematics, science and language arts classrooms to work with individual or small groups of students. Additionally, they will provide tutors to work with students on Sunshine State Standards in pull-out tutoring during the school day. Students will be released from elective classes up to two times per week to focus on benchmarks in tutorial sessions..

Students in grades ten and eleven will receive remediation through placement in intensive math and/or reading classes. Science will be addressed by requiring that all 11th grade students be enrolled in a science class. Additionally, the school has employed a reading, writing, mathematics, and science coach to address student needs with teachers and provide additional structure and curriculum resources to the teachers. Students will also engage in technology supported curriculum to address reading, math and science benchmarks, such as Reading Plus, GIZMOS, Riverdeep, and FCAT Explorer.

### **SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12**

**Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.**

**In the checkbox below, please indicate which of the ten guiding principles is addressed below.**

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

#### **Different innovative Approaches to Instruction**

Through the Small Learning Communities grant to promote career choices, students will be part of an interdisciplinary project based on learning and instruction. The three career themed academies: The Office of Information Technology (OIT), Biomedical, and Agriscience academy offer students

vocational certificates in various areas as program completers.

Responsibility of teaching reading for every teacher.

All teachers will be responsible for teaching reading benchmarks through content based curriculum. Professional Development will be created and implemented to assist teachers in planning the cross curricular instruction of reading benchmarks..

#### Small Learning Communities

South Dade Senior High School will be in the first year of a Small Learning Communities grant. Students in the ninth grade will be teamed with four core subject teachers and involved in interdisciplinary instruction. The Small Learning Communities design will allow for a reduction of teacher student ratio and increased parental communication. A retreat at the beginning of the year will give teachers an opportunity for collegiality and enhanced professional relationships in order to enhance their approach to interdisciplinary planning and to provide a nurturing environment for a common group of students.

#### Intensive Intervention in Reading and Mathematics

All students in the lower twenty-five percent of the tested grade have been placed in intensive instruction for mathematics. In reading, selected Level 1 ninth and tenth grade students have been placed in the Language! Program, in order to remediate difficulties with phonemic awareness. All Level 1 and 2 students have been scheduled for intensive reading in a homogeneously group. All re-takers have been placed in remediation classes for reading and or mathematics.

#### Parental Access and Support

Parents will have access to the parent viewer for student grades, the school website for information and informational meetings throughout the year. Small Learning Communities (SLC) teachers have a parental contact requirement that will be monitored by the administrator monitoring SLC.

#### Applied and Integrated Courses

The additional requirement of a Science course during the Eleventh grade year has changed the course of science instruction in grades nine through twelve. Students not taking Chemistry or a higher level science in eleventh grade will take Integrated Science III.

#### Course Choice Based on Student Goals/ Interests/Talent

Students are offered a wide variety of elective choices, three career based academies and 19 Advanced Placement courses. The three academies are: Biomedical, Agriscience and Office of Informational Technology. Incoming ninth grade students are also required to select a major area of interest which is reflected in their elective choice.

#### Master Schedules Bases on Student Needs

The master schedule is planned and created based on student enrollment and need. Remediation of seventy-eight percent of our students scoring at Level 1 and 2 drives a large portion of the master schedule. This creates 49 sections of intensive reading in the standard diploma and Special Education

program. Remediation of intensive mathematics is also addressed within the master schedule as 32 sections of intensive mathematics have been created. High achieving students are also being serviced through 19 Advanced Placement courses and 21 honors courses.

#### Academic and Career Planning

Students create an academic and career planning portfolio in grades 9 - 12. The school's Career Specialist provides orientation for the students in developing the portfolio and shares information about the interactive websites students can go to obtain information on careers.

**GOALS**

<b>Goal:</b>	Reading
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**Needs Assessment** Data indicates that the number of students in ninth grade who scored at Level 2, increased from one year to the next, 31 percent to 32 percent. Similarly, students sixty-one percent of students in the tenth grade scoring at a Level 1 increased to sixty-four percent in the 2007 examination. The percentage of ninth grade students scoring at Level 3 or above remains consistently low at seventeen percent; creating the need for additional enrichment activities. The percentage of tenth grade students scoring at Level 3 or above is thirteen percent. Each grade lost one to two percentage points with those groups scoring three or above.

Data indicates that our subgroups, Blacks, Hispanic, SWD, and LEP are well below the state objective of fifty-one percent. This objective will be increased to fifty-two percent for the 2008 test, indicating a need for improvement. Specifically, both our 9th and 10th grade students need intervention in the content areas of words/phrases, main idea/purpose, comparisons, and reference/research. Ninth grade scores of 44%, 50%, 45%, and 33% correct (respectively) shows a need for drastic improvement in all areas. Tenth grade scores of 50%, 50%, 54%, and 55% correct also show a need for intervention if the students are to be successful on the FCAT examination.

**Objective**

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

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

Given instruction based on the Sunshine State Standards, Black non-Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English proficient students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

**Strategies**

Implement the Regional Center VI instructional framework for intensive reading and follow the instructional focus calendar with item specifications. A

framework has been developed for intensive reading by grade level.

Monitor the implementation of tri-weekly assessments for reading benchmarks in the Language Arts classes.

Provide staff development in order to ensure consistency in the implementation of assessments and review of pertinent data.

Identify students scoring at a Level 3 or higher and ensure that teachers address the progress of these students through assessments in order to maintain or improve the number of students achieving high standards.

Provide Home-Language Assistance (HLAP) services to Level 1-Level 4 ESOL students in content areas utilizing the PLATO computer lab.

Implement the Accelerated Reader program with all ninth and tenth grades students through Language Arts classes.

### **Evaluation**

Tri-weekly benchmark assessments produced with Learning Series and use of Edusoft to assist teachers in data driven instruction. The 2008 FCAT Reading Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher generated assessments.

### **Research-based Programs**

Prentice-Hall – Language Arts Source Book, Read 180, Soar to Success, Ellis, Kaplan K-12 Learning Series, SRA, Accelerated Reader, Curriculum mapping, Reading block schedule, New Teachers Cadre meetings, best practices to enhance students’ reading comprehension, Pinnacle Electronic grade book training, Technology across the curriculum, Independent Reading strategies, Inclusion Co-teaching, Training for reading teachers for using the DAR and MAZE assessments, and CRISS (Creating Independent through Student-owned Strategies).

### **Professional Development**

All new teachers will be provided professional development as needed to support the reading strategies, such as CRISS, Reading Plus, and technology. All teachers will receive coaching from the Reading coach and will receive professional development as determined by the reading coach and assistant principal for curriculum.

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### **Highly Qualified Instructors**

Base on the current HR list, the following teachers are not Highly Qualified:

Dale G. Hardy - language Arts/ English  
 Joanne K. Carrol - language Arts/ English  
 Migdalia A. Greer- language Arts/ English  
 Nicole F. Khawly- language Arts/ English



<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	Prentice Hall, Kaplan, Scholastic and Language!	District and School Budget	10247.84
Technology	Exam View Learning Series	School Budget	2000
Professional Development	Language!	District	55000
Other	Reading Coach	Title 1	0
<b>Total:</b>			<b>\$67,247.84</b>

<b>Goal:</b>	Mathematics
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**Needs Assessment** The number of students in grade nine scoring at Level 3 or above is equivalent to 29 percent. Students in grade ten scoring at Level 3 or above is equivalent to 43 percent. Seventy-one percent of the lowest 25% of students made learning gains. Seventy-one percent of students at Level 1 or Level 2 in ninth grade and 57 percent at Level 1 or Level 2 in tenth grade clearly indicates a need to target a larger audience for ancillary instructional activities such as pullout tutoring or before/after school tutoring so that the required 62% of our students can reach a Level 3 on the 2008 FCAT Mathematics Examination. Some of these activities will be tailored to those who are at Level 3 or above so that gains from Level 3 to Level 4 and Level 4 to Level 5 may also be made. Aside from the White population, all subgroups performed below the Level 3 threshold. Marked improvements are needed among all subgroups which include Students With Disabilities, Limited English Proficiency, African Americans, Economically Disadvantaged Students, and Hispanics whom only achieved 16%, 15%, 22%, 28%, and 34% respectively out of last years 56% requirement for scoring above grade level. This offers evidence of a need to further educate teachers regarding specific learning styles of various students through Differentiated Teaching. Current cluster scores in mathematics indicate that ninth grade students are most deficient in Number Sense, Geometry, and Data Analysis clusters with respective percentages of correct answer of 38%, 36%, and 38%. For tenth graders, the data indicates that the students were most deficient in the Geometry and Data Analysis clusters with respective percentages of 21% and 27%. In addition, there is sufficient evidence that as students move from ninth grade to tenth grade, significant losses were made in the Algebraic Thinking and Data Analysis strands. In ninth grade, students scored 40% while in tenth grade they scored 35% for Algebraic Thinking. In the Data Analysis strand, ninth graders scored 50% while in tenth grade they scored 27%. This is data indicates that algebraic thinking and data analysis skills need to be reviewed in depth in the geometry classes.

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## Objective

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

Given instruction based on the Sunshine State Standards(SSS), Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards(SSS), Black non-Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards(SSS), Economically Disadvantaged students will increase their mathematics skills as evidenced by

62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.  
 Given instruction based on the Sunshine State Standards(SSS), Limited English proficient students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.  
 Given instruction based on the Sunshine State Standards(SSS), Students With Disabilities subgroup will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

<b>Strategies</b>	<p>Implement the Regional Center VI instructional framework for Algebra I and Geometry following the instructional focus calendar with item specifications.</p> <p>Identify students scoring at a Level 3 or higher and ensure that teachers address the progress of these students through assessments in order to maintain or improve the number of students achieving high standards.</p> <p>Utilize Gizmos as a supplemental teaching tool to reinforce mathematical concepts as outlined by the SSS.</p> <p>Utilize performance-based activities incorporating the use of manipulatives supplied by textbook publishers, problem-solving, critical thinking, communication skills, and technology to improve critical thinking skills.</p> <p>Utilize The Learning Series and Edusoft to analyze data on a tri-weekly basis in order to monitor student progress within the five strands in the mathematics: number sense, measurement, geometry, algebraic thinking and data analysis.</p> <p>Monitor the implementation of tri-weekly assessments for mathematics benchmarks in the Mathematics classes.</p>
<b>Evaluation</b>	Tri-weekly benchmark assessments produced with Learning Series and use of Edusoft to assist teachers in data driven instruction
<b>Research-based Programs</b>	Researched based programs such as state adopted series published by McDougal Littell and EM Power Mathematics are used to facilitate instruction and ensure student progress by correlating the series with the SSS.
<b>Professional Development</b>	SSS Item Specifications, Student Performance Indicators (SPI), Implementing Technology in the classroom (calculator use), Data Driven Instruction, Edusoft Gizmos, and Content Area training for ESE teachers.

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**Highly Qualified Instructors** Base on the current HR list, the following teachers are not Highly Qualified:  
 Ophelia C. Williams

<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	McDougal Littell, Integrated Mathematics:EM Power Mathematics	School Budget	1028.45
Technology	GIZMOS	School Budget	8000
Professional Development	GIZMOS	School Budget	0
Other	Mathematics Coach	Title II	55000
<b>Total:</b>			<b>\$64,028.45</b>

<b>Goal:</b>	Writing
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**Needs Assessment** Data from the 2007 FCAT Writing Assessment indicates that 73% of tenth grade students at South Dade High School met high standards in writing by scoring above a 3.5. Although persuasive writing showed improvement this year, further examination of test scores and trends over a five year period showed that the average prompt mean score has not changed significantly even though the percent scoring 3.5 or above has increased by three percent for standard curriculum groups.

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**Objective** Given instruction using Sunshine State Standards, eighty percent of students in grade 10 will score 3.5 or higher as documented by scores of the 2008 FCAT Writing Test.

**Strategies** Develop writing prompts for teachers to use across the curriculum and schedule at least one FCAT style writing prompt each grading period in all content areas.

Utilize vocabulary building strategies and grammar reinforcement activities such as word walls, school-wide word of the day and graphic organizers in all grades to enhance writing skills.

Implement a South Dade Writing Institute module to be incorporated into the Tools for Success class that is required for all ninth grade students.

Require evidence of student writing in a variety of curricular areas to reinforce to students the importance and relevance of writing.

Utilize the state mandated Florida Writes rubric to instruct students in self and peer editing in order to create awareness of the requirements expected for each rubric component.

**Evaluation** The 2007 FCAT Writing Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing interim assessments and other teacher-made assessments.

**Research-based Programs** McDougall-Littell, Writers Choice, Write Traits.

**Professional Development** CRISS strategies, Writing Strategies across the Curriculum Holistic Scoring FCAT Writing +, Best Practices, Writing Workshop with Victor Malo for all subject area teachers.

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	McDougall-Littell, Writers Choice, Write Traits	School Budget	0
Technology	Criterion	School Budget	10000
Professional Development	Criterion Writing Workshop	School Budget	1000
Other	Writing Coach	Title 1	55000
<b>Total:</b>			<b>\$66,000.00</b>

<b>Goal:</b>	Science
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**Needs Assessment** Data from the 2007 FCAT in Science indicates that 16% of 11th graders scored Level 3 or higher. The 2007 FCAT Science content scores declined eight percent in both the Physical / Chemical and Scientific Thinking content clusters. The 2007 scores declined by four percent in the Earth / Space content cluster and fourteen percent in the Life / Environmental content cluster. The 2007 Science content clusters scores indicate a need to train teachers in instructional strategies that will promote discovery learning and hands-on activities to improve student performance in all four areas.

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**Objective** Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by twenty-five percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

**Strategies** Implement and utilize the District Pacing Guide for Integrated Science for Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth/Space curriculum.

Conduct weekly required laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grades as set by the District.

Monitor classroom instruction through lesson plans that are aligned with the Curriculum Pacing Guide and Science Department-Benchmark Notebooks.

Create a selection of guided reading materials and writing strategies specific to the content area that will strengthen student performance on short and extended response FCAT questions.

Increase the use of scientific processes and critical thinking skills through group projects, post lab assignments.

Develop a notebook which contains all of the annually assessed Science benchmarks, all of the benchmarks specific to each of the four content areas found on the Science FCAT, a curriculum guide for each subject, and a checklist to allow teachers to document their coverage of each benchmark throughout the school year (Glencoe Science Series).

Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry based science approach which employs all of the elements of the scientific method for further development of science process skills.

**Evaluation** This objective will be evaluated by the scores on the 2008 Science FCAT.

Progress will be monitored throughout the school year utilizing interim assessments and other teacher-made assessments.

**Research-based Programs** The Science department will utilize Glencoe's Earth Science, Chemistry, and Physical Science textbooks, all of which are correlated to the Sunshine State Standards for Science (grades 9-12). The Prentice Hall textbooks, used for Biology are also correlated to the Sunshine State Standards. Supplementary FCAT workbooks and diagnostic tests from both of these publishers also address all of the science benchmarks.

**Professional Development** CRISS training for new teachers, FCAT-Item specifications notebooks, Best Practices for lab activities and inquiry based learning during Science Department meetings, Region and District support people will assist in the selection and implementation of Science FCAT Preparation/Practice Tests.

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**Highly Qualified Instructors** Base on the current HR list, the following teachers are not Highly Qualified:  
Donald L. Smith - Biology



<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material(s)	Glencoe and Prentice Hall	District	0
Technology	GIZMOS	School Budget	8000
Professional Development	GIZMOS	School Budget	0
Other			0
<b>Total:</b>			<b>\$8,000.00</b>

<b>Goal:</b>	Parental Involvement
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**Needs Assessment** In reviewing the most recent data available from the parent component of the School Climate Survey, nearly half of all parents indicate they have never attended a school activity, while only ten percent state that they have been to four or more activities. Many parents of South Dade Senior High School students are unfamiliar with the school system and state examination, promotion, and graduation requirements. Furthermore, parents may be employed in more than one job, supporting large families, or have limited spare time to attend to their children's academic and social activities. The school needs to offer programs and opportunities to assist parents in supporting their children's academic endeavors. In order to increase parental involvement, the school will offer an increased number of opportunities for parents to be involved in the academic progress of their children immediately before or after sports events.

**Objective** Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

**Strategies** Conduct a Parent Teacher Student Association drive to increase parent participation in school-wide activities.

Provide written information regarding the M-DCPS "Parent Academy" and encourage them to attend these workshops.

Expand and promote the Parent Resource Center in the Media Center.

Facilitate meetings with parents to inform them of topics of interest such as FCAT Prep, Gradebook Viewer, Post Secondary Planning, College Admission, Scholarships, and Senior Graduation Requirements.

Coordinate parent workshops specifically geared for parents of FCAT Level 1 and 2, LEP, MEP, and ESE students to target the correlation between parent involvement and student achievement.

Increase parent communication through EdConnect, U.S. Mail, the school website, e-mail notices, and community organizations. Home visits will also be conducted by a Community Involvement Specialist.

**Evaluation** Workshop attendance rosters, the school's volunteer database, increased PTSA membership from the previous year.

**Research-based Programs** National Standards for Parent Involvement  
<http://www.pta.org/parentinvolvement/standards/index.asp>.

Bureau of School Improvement “Ride the Wave to Success in the Classroom:  
Strategies that Enhance Parent and Family Involvement”  
<http://osi.fsu.edu/waveseries/waves6.pdf>

**Professional  
Development**

District and school sponsored parent / faculty workshops in the areas of FCAT, graduation requirements, EESAC, and use of technology to improve student learning.

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<b>Budget</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program(s)/Material (s)	National Standards for Parent Involvement	n/a	0
Technology	Parent Portal	District	0
Professional Development	Workshops for parents	School Budget	2000
Other	Community Involvement Specialist	Title 1	17600
<b>Total:</b>			<b>\$19,600.00</b>

<b>Goal:</b>	Return on Investment
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**Needs Assessment** The most recent data supplied from the Florida Department of Education indicates that South Dade Senior High School ranked in the forty-fifth percentile on the State's Return on Investment Index

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**Objective** South Dade Senior High School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

**Strategies** Become more informed about the use of financial resources in relation to school programs.  
Collaborate with the district on resource allocation.

Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.

Consider shared use of facilities, partnering with community agencies.

**Evaluation** On the next State of Florida ROI index publication, South Dade Senior High School will show progress toward reaching the forty-sixth percentile.

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### SCHOOL ADVISORY COUNCIL

- Yes  No The majority of the SAC members are not employed by the school. The 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.

### SAC Involvement

The School Advisory Council(SAC) meets monthly and advises the Principal regarding the progress of the school. Additionally, the SAC assists the teachers and students by providing additional resources, such as materials and supplies to enhance the learning environment at South Dade Senior High School.

<b>FINAL BUDGET</b>			
<b>Categories of Expenditure</b>	<b>Describe Resources</b>	<b>Specific Funding Source by Title</b>	<b>Total Amount Available</b>
Research-based Program (s)/Material(s)	Reading: Prentice Hall, Kaplan, Scholastic and Language!  Mathematics: McDougal Littell, Integrated Mathematics:EM Power Mathematics Writing: McDougall-Littell, Writers Choice, Write Traits Science: Glencoe and Prentice Hall Parental Involvement: National Standards for Parent Involvement	Reading: District and School Budget Available: \$10,247.84 Mathematics: School Budget Available: \$1,028.45 Writing: School Budget Available: \$0.00 Science: District Available: \$0.00 Parental Involvement: n/a Available: \$0.00	\$11,276.29
Technology	Reading: Exam View Learning Series Mathematics: GIZMOS Writing: Criterion Science: GIZMOS Parental Involvement: Parent Portal	Reading: School Budget Available: \$2,000.00 Mathematics: School Budget Available: \$8,000.00 Writing: School Budget Available: \$10,000.00 Science: School Budget Available: \$8,000.00 Parental Involvement: District Available: \$0.00	\$28,000.00
Professional Development	Reading: Language! Mathematics: GIZMOS Writing: Criterion Writing Workshop  Science: GIZMOS Parental Involvement: Workshops for parents	Reading: District Available: \$55,000.00 Mathematics: School Budget Available: \$0.00 Writing: School Budget Available: \$1,000.00 Science: School Budget Available: \$0.00 Parental Involvement: School Budget Available: \$2,000.00	\$58,000.00
Other	Reading: Reading Coach Mathematics: Mathematics Coach Writing: Writing Coach Science: Parental Involvement: Community Involvement Specialist	Reading: Title 1 Available: \$0.00 Mathematics: Title II Available: \$55,000.00 Writing: Title 1 Available: \$55,000.00 Science: Available: \$0.00 Parental Involvement: Title 1 Available: \$17,600.00	\$127,600.00

		<b>Total:</b> <b>\$224,876.29</b>
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## **IMPLEMENTATION EVALUATION**

South Dade Senior High will monitor progress made towards each objective by conducting meetings with all stakeholders involved and the person/s accountable for each section. The Continuous Improvement Model will be implemented to adjust strategies accordingly. District and Regional Center staff will provide additional assistance and resources as needed.

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**Members****Signature**

- 1) Janice B. Reineke , Principal
- 2) Kartina Chinni , Union Steward
- 3) Al Garcia , Teacher
- 4) Dorcas Toner , Teacher
- 5) Harold Bill Christofferson , SAC Chair
- 6) Mara Kitchell , Teacher
- 7) Nathasia Mark , Teacher
- 8) Jessie Fudge , Teacher
- 9) Robert Jones , School Support Personnel
- 10) Cathy Acker , School Support Personnel
- 11) Jorge Beltran , Parent
- 12) Mary Kay Martin , Parent
- 13) Sandy Bryant , Parent
- 14) Isabel Suggs , Parent
- 15) Haydee Perez , Parent
- 16) Karen Hamilton , Parent
- 17) Lee Hoffman , Parent
- 18) Megan Martin , Student
- 19) Jazmine Garcia , Student
- 20) Chelsea Acker , Student
- 21) Becky Loftus , Business Member

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