

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Southwest Miami Senior High School (7741)

Feeder Pattern - Southwest Miami Senior

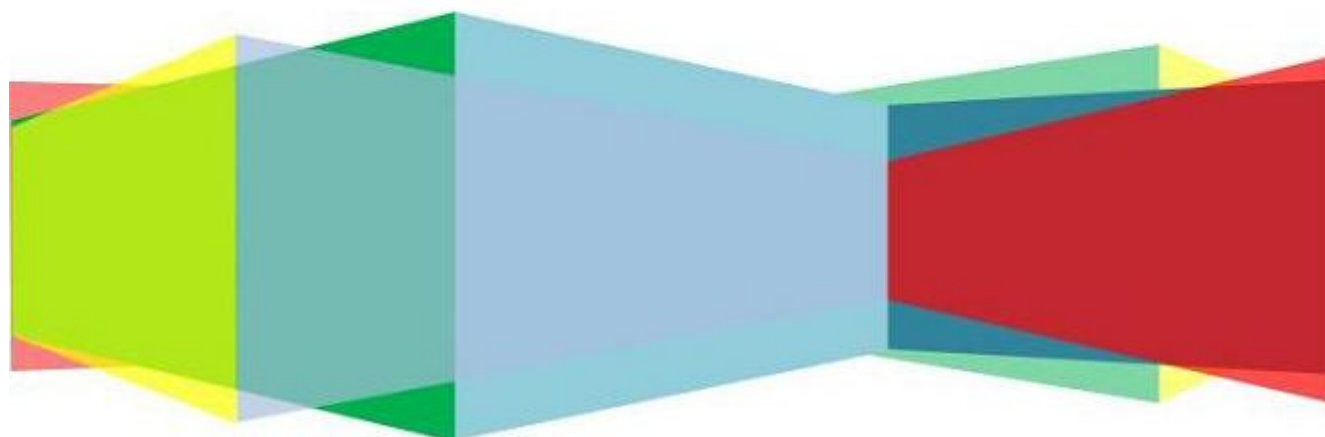
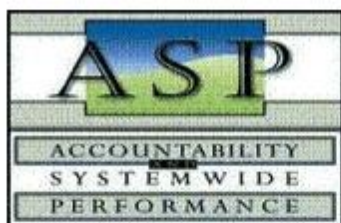
Regional Center V

District 13 - Miami-Dade

Principal - James Haj

Adult/Vocational Principal - Carol Wright

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Southwest Miami High School is a public, non-profit organization in the Miami-Dade County Public School System in Miami-Dade County, Florida. Founded in 1956, the school is situated on 22.94 acres in a middle class, predominantly Hispanic community in the Southeastern United States. Erected in 2006, the new building on the northeast corner of the school houses the 9th grade academy as well as the Academy of Banking and Finance Magnet students. The school currently serves 9th through 12th grade students with an enrollment of 3,054 students with an average class size of 25:1. An area of concern for Southwest Miami High School is the percentage of Level 1 and Level 2 students in Reading and Mathematics. An area of strength is the rigorous curriculum that is offered through the Honors and Advanced Placement program. The average attendance rate for Southwest Miami High School is 94.3% with an average graduation rate of 69%. There are 267 full and part-time faculty and staff members providing services to students and stakeholders in various instructional and extracurricular programs. Together, key stakeholders work cooperatively to develop and deliver the following academic programs to increase student achievement, self-confidence, and provide services to our customers: Florida Sunshine State Standards, Competency-Based Curriculum, Special Education (Gifted, Gifted/Learning Disabled, Varying Exceptionalities, Deaf/Hard of Hearing, Trainable Mentally Handicapped, Educable Mentally Handicapped, Academy of Banking and Finance, English for Speakers of Other Languages, and JROTC. After analyzing pertinent data, the Educational Excellence School Advisory Council and the faculty have identified the following objectives as the school-wide priority for the 2006-2007 school year. The schools that feed into Southwest Miami High School are as follows: Cypress Elementary, Snapper Creek Elementary, Olympia Heights Elementary, Blue Lakes Elementary, Riviera Middle School, Rockway Middle School, Glades Middle School, Paul Bell Middle School, and West Miami Middle School. Currently, Southwest Miami High School has been awarded the Small Learning Communities Grant, which will be utilized to implement Secondary School Reform.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of students in grades 9 and 10 scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the White subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Black subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Hispanic subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the English Language Learners subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain and/or improve their Mathematics score as evidenced by a 2 percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Black subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Hispanic subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Economically Disadvantaged subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the English Language Learner subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the Black sub-group in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the White sub-group in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the Students with Disabilities subgroup in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by a minimum of 57% of students in grade 11 scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT.

Given the documented importance of the relationship between parental involvement and academic success, Southwest Miami High School will increase parental involvement in the 2007-2008 school year by 3%.

Given the need for students to spend as much time as possible in the safest learning environment, the percentage of students assigned to indoor/outdoor suspension will decrease by 2 percentage points during the 2007-2008 school year as compared to the suspension rate data provided by the COGNOS report.

Given the need for all teachers to use the information on SPI effectively, 100% of teachers will fully implement the use of SPI data for the 2007-2008 school year.

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

Given the need for higher achievement in elective courses the number of students taking Advanced Placement classes will increase by 2 percentage points when compared to the number of students enrolled in Advanced Placement classes in the 2007-2008 school year.

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 77th percentile in 2006 to the 79th percentile on the next publication of the index.

The percentage of students graduating with a standard high school diploma will increase from 69% to 70% on the next publication of the graduation rate.



School Improvement Plan

2007-2008



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



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.

7741 - SOUTHWEST MIAMI SENIOR HIGH SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



High Standards

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Southwest Miami High School, located at 8855 S.W. 50th Terrace, Miami, Florida, 33165, was established in 1956 with its first graduating class in 1959. A new building in the northeast corner of the school was erected in 2006, which houses the 9th grade academy. The school campus sits on 22.94 acres of land. In addition, there are five portables on the southwest corner of the school and four portables on the north side of the school that are being utilized for instructional purposes. Southwest Miami High School has a current enrollment of 3,054 students. The student population is approximately 87% Hispanic, 9% White, non-Hispanic, 2% Black, non-Hispanic, 1% Asian, and 1% other. Presently, 9.9% of the students are identified as English Language Learners, 23.1% are in the Special Education Program, with an inclusion rate of 85.4%. Additionally, 47% of students qualify for the free/reduced meal program. The percentage of students classified Level 1 and Level 2 is 32% in Reading and 25% in Mathematics. Currently, there is less than 1% of students in the No Child Left Behind program. The average class size for grades 9-12 is 23.74%. The attendance rate for the 2006-2007 school year improved from 91.2% in the Fall of 2006 to 94.3% in the Spring of 2007. The graduation rate for Southwest Miami High school is 67%, compared to 59% for the District and 69% for the State. Southwest Miami High School serves special programs including the Academy of Banking and Finance Magnet, JROTC, ESOL, and SPED, which includes, Varying Exceptionalities such as Learning Disabled, Trainable Mentally Handicapped, Gifted/Learning Disabled, and Deaf/Hard of Hearing. Currently, there are 233 full-time and 34 part-time employees comprised of one principal, four assistant principals, 127 classroom teachers, 34 Special Education teachers, 10 guidance counselors, 2 Media Specialists, 17 teacher aides, 15 clerical, and 18 custodians. The average of years teaching in Florida is 12 years with a 6.0% rate of teachers new to the school. There are 6 teachers and 3 counselors that have received the National Board certification. Instructional personnel diversity is represented as follows: 44 (35%) White, Non-Hispanic, 20 (16%) Black, Non-Hispanic, 60 (47%) Hispanic, and 3 (2%) Asian/American Indian. As professionals in their respective fields, 68 (39%) teachers have earned a Masters Degree, 20 (12%) have earned a Specialist Degree, and 2 (1%) have earned a Doctoral Degree. The faculty/staff have focused on what we believe will enhance the Reading, Writing, Mathematics, and Science skills of all our students. These skills will enable them to reach the career goals they set for themselves. As an extended family, the faculty, staff, parents, and community/business leaders will provide an enriching and diverse teaching and learning environment in order to make Southwest Miami High School a place of educational excellence.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

Reading

Training will be provided for Reading tutors on the prescribed curriculum for the FCAT Reading. CRISS training will be provided for new teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Best Practices will continue to be shared in department meetings. Teachers will be encouraged to attend conferences in Reading and Technology. In addition, training and the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all discipline and the assessment skills according to the FCAT Reading rubric. The Reading Coach will be visiting classrooms in all content areas and modeling appropriate Reading strategies related to the lesson. In addition, the Reading Coach will continue to attend district mandated professional development meetings to assist in implementing research-based strategies in the classroom. Reading teachers will receive training on administering the FORF assessment and interpreting the scores. Teachers will also receive training through the media center on utilizing Destiny to access materials and websites addressing Sunshine State Standards. In-services will also be provided on the use of Miami Dade County Public Schools online databases to provide opportunities for research applications.

Mathematics

In-services provided by the Division of Mathematics will include training in the use of graphic calculators, scope and sequencing of Algebra 1 and Geometry courses. Department meetings will include the discussion of "Best Practices". Various faculty members from different subject areas attended Summer Heat Sessions in the field of Mathematics. In addition, training on the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of Mathematics skills in all disciplines and the assessment skills according to the FCAT mathematics rubric. In addition, teachers will receive an in-service training through the media center on the utilizing Destiny to access materials and websites addressing the Sunshine State Standards.

Writing

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

Science

Training will be provided for Science teachers based on the prescribed curriculum for FCAT Science. CRISS training will be provided for new teachers, and training opportunities will be extended to staff members who have not been trained in previous years. In-services provided by the Division of Science will include training in the use of graphic calculators, scope and sequence of Earth/Space, Biology, Chemistry, and Physical Science courses, and scoring rubrics for performance tasks on the FCAT Science. Best Practices will continue to be shared during department meetings. Various faculty members will attend the Instructional Technology Conference. Teachers will be trained on the use of ExamView test generator in conjunction with Edusoft. Selected teachers have received training on the use of GIZMOS and the implementation within the content areas. In addition, Science teachers developed instructional focus calendars and departmentalized exams to be utilized within the specific content areas. The Science department will receive training on utilizing Destiny to access materials and websites addressing Sunshine State Standards.

Parental Involvement

Provide parents with information in the area of post-secondary education and FCAT testing. In addition, parents will receive information through Parent Nights, Bilingual Parent Seminars and EESAC. Parents may also receive in-services providing strategies for encouraging reading at home and how to utilize Destiny.

Discipline/Safety

Teachers in special programs will attend workshops on writing and implementing Functional Assessments of Behavior and Behavior Intervention Plans. In addition, teachers will receive training in Homeroom. Com and FCAT Explorer to provide tutoring during Saturday Academy to those students that have been assigned an alternative to indoor suspension. In addition, specific personnel monitoring the Detention Master will receive training to operate the program, which will be used to monitor chronic tardies and suspensions.

Technology

Designated staff members from individual departments will be trained to provide training to the respective department members on the use of SPI. All teachers using SPI will attend training sessions provided at the school site. Teachers will also be trained on the specific benchmarks as related to the Reading and Mathematics FCAT. Once the data is retrieved from SPI, teachers will analyze



School Improvement Plan 2007-2008



student scores, determine areas in need of improvement and plan differentiated instruction.

Health/Physical Fitness

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

Electives/Special Areas

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

Other

Teachers in the Banking and Finance Magnet program receive training through National Academy Foundation/Academy of Finance Advisory Board on evolving financial industry topics. This information is then disseminated to the students enrolled in the Magnet program that will eventually participate in internship programs and/or get hired by the Banking Industry.

Disaggregated Data :

The FCAT assessment will be utilized to determine student placement in the appropriate Reading and Mathematics courses. FCAT results will be used to create departmental goals. Student Performance Indicators data will be utilized to modify instruction determine the effectiveness of instructional strategies. The Florida Oral Reading Fluency examination will be used to monitor progress of at-risk students.

Informal and Formal Assessments:

Ongoing Formal Assessments that will be used in the 2007-2008 school year are as follows but not limited to: FCAT Reading, FCAT Mathematics, FCAT Science, FCAT Writes+, Reading Interim Assessment, Mathematics Interim Assessment, Comprehensive English Language Learners Assessment (CELLA), MAT-7, Florida Oral Reading Fluency examination (FORF), PSAT, Scholastic Reading Inventory and STAR.

Ongoing Informal Assessments that will be used in the 2007-2008 school year are as follows but not limited to: teacher generated Examview tests, teacher generated quizzes/tests, mid-term and final examinations, Reading Interim Assessment, Mathematics Interim Assessment, student generated projects, oral presentations, portfolio assessments, research based reports.

Alternative Instructional Delivery Methods :

Alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies in the 2007-2008 school year are as follows: Advanced Placement courses, Read 180 curriculum, 9th grade transition curriculum "Tools for Success", Honors courses, Gifted courses, SPED Inclusion program, Varying Exceptionalities classes, Advanced Academics internship program, Academy of Banking and Finance Magnet classes, tutoring enrichment program, Home Language Assistance Program (HLAP), and Special Diploma curriculum integrating Project Victory.

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 are addressed in the strategies and professional development section of Reading, Mathematics, and Science.

Responsibility of Teaching Reading for Every Teacher is addressed in the strategies section of Reading.

Quality Professional Development for Teachers and Leaders are addressed in the Professional development sub-headings for all goals, excluding Return on Investment.

Small Learning Communities are addressed in the strategies section of Mathematics Discipline and Safety, and Graduation.

Intensive Intervention in Reading and Mathematics is addressed in the strategies section of Reading and Mathematics.

Course Choice Based on Student Goals/Interest/Talent is addressed in the strategies section of Electives and Special Areas and Graduation.

Master Schedules Based on Student Needs are addressed in the strategies section of Reading, Mathematics, Writing, Science, Technology, Electives, and Graduation.

Parental Access and Support is addressed in the strategies section of Parental Involvement and Discipline and Safety.

Applied and Integrated Courses is addressed in the strategies section of Reading, Mathematics, Writing, and Science.

Academic and Career Planning is addressed in the strategies section Mathematics, Graduation, and Discipline and Safety.

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

Reading Statement

Students in all No Child Left Behind subgroups in grades 9 and 10 will improve their Reading performance as evidenced by an increase in FCAT Reading achievement levels.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 40% of students have met high standards, 52% had learning gains, and 54% of the lowest 25% had adequate learning gains. Scores for the 9th grade 2007 FCAT Reading increased in two benchmark clusters. Words and Phrases increased from 50% to 83% (+33%) and Main Idea/Purpose increased from 55% to 63% (+8%) when compared to the 2006 FCAT Reading administration. The two benchmark clusters that decreased in the 9th grade 2007 FCAT Reading administration are Comparisons from 60% to 55%(-5%) and Reference/Research from 64% to 44% (-20%)from the 2006 9th grade results. Scores for the 10th grade 2007 FCAT Reading administration increased in two benchmark clusters. Words and Phrases increased from 50% to 67% (+17%) and Reference/Research increased from 63% to 67%(+4%). The two benchmark clusters that decreased in the 10th grade 2007 FCAT Reading administration are Main Idea/Purpose decreased from 63% to 56% (-7%) and Comparisons decreased from 69% to 64% (-5%). In addition, the following sub-groups did not score at or above grade level: White (57%), Hispanic (66%), Economically Disadvantaged (71%), English Language Learners (89%), and Students with Disabilities (80%).

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 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 using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of students in grades 9 and 10 scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the White subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Black subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Hispanic subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Economically Disadvantaged subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the English Language Learners subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will improve their Reading skills as evidenced by a minimum of 58% of the Students with Disabilities subgroup identified in the No Child Left Behind scoring at FCAT Achievement Level 3 or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize department created instructional focus calendars addressing the Sunshine State Standards as an organizational tool to provide instruction.	Principal, Assistant Principal, Reading Coach, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model to support school-wide reading initiatives.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify all 9th and 10th grade FCAT Level 1 and 2 students and FCAT Re-take students and schedule those students into annual intensive reading classes where decoding and fluency strategies will be implemented. Level 2 students who are not placed in an intensive reading class due to class sizes will be placed in a homogeneously grouped Language Arts class.	Principal, Assistant Principal, Reading Curriculum Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enroll all Level 1 students including Students with Disabilities in an uninterrupted 120 minute block of the READ 180 program.	Principal, Assistant Principal of Curriculum, Reading Curriculum Leader, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Home Language Assistance (HLAP) services to ESOL students in all content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify Students with Disabilities that will be enrolled in inclusion classes that will allow them to receive grade level instruction as well as additional assistance from a SPED teacher.	Principal, Assistant Principal of Curriculum, ESE Program Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize SPI so teachers can use the data to differentiate by content cluster and individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Reading Curriculum Leader, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide extended learning opportunities in reading through Saturday Academy, after school FCAT Tutoring to all students scoring in FCAT Levels 1 and 2 using FCAT Explorer and FL Achieves.	Principal, Assistant Principal of Curriculum, selected Language Arts/Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate the use of Media Center resources as part of classroom instruction through the use of technology available for teachers, supplementary materials, reference material, and instructional programs like STAR.	Principal, Assistant Principal of Curriculum, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train all teachers on the use of CRISS and how to implement the strategies across all content areas.	Principal, Assistant Principal of Curriculum, All Instructional Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the high interest classroom libraries to promote independent reading in the reading classes	Principal, Assistant Principal, Reading Coach, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage all students participate in the school-wide reading initiative "Drop Everything and Read" on a daily basis to encourage independent reading during a 30 minute block.	Principal, Assistant Principals, All Instructional Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase the use of Accelerated Reader by providing weekly check-out days for the Language Arts department and providing in-services to faculty on Accelerated Reader.	Principal, Assistant Principal, Language Arts Teachers, Media Specialist	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

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

Professional Development

Training will be provided for Reading tutors on the prescribed curriculum for the FCAT Reading. CRISS training will be provided for new teachers and training opportunities will be extended to the staff members who have not been trained in previous years. Best Practices will continue to be shared in department meetings. Teachers will be encouraged to attend conferences in Reading and Technology. In addition, training and the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of reading comprehension in all discipline and the assessment skills according to the FCAT Reading rubric. The Reading Coach will be visiting classrooms in all content areas and modeling appropriate Reading strategies related to the lesson. In addition, the Reading Coach will continue to attend district mandated professional development meetings to assist in implementing research-based strategies in the classroom. Reading teachers will receive training on administering the FORF assessment and interpreting the scores. Teachers will also receive training through the media center on utilizing Destiny to access materials and websites addressing Sunshine State Standards. In-services will also be provided on the use of Miami Dade County Public Schools online databases to provide opportunities for research applications.

Evaluation

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

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students in all NCLB subgroups in grades 9 and 10 will improve and/or maintain their Mathematics performance as evidenced by an increase in FCAT Mathematics Achievement Levels and Developmental Scale Scores.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 62% of students have met high standards, 69% had learning gains as per the School Accountability Report. Scores for the 9th grade 2007 FCAT Mathematics test increased in one benchmark. Geometry increased from 36% to 45%(+9%) when compared to the 2006 FCAT Mathematics test. Number Sense, Measurement, Algebraic Thinking, Data Analysis remained at 50%. Scores for the 10th grade 2007 FCAT Mathematics test increased in one benchmark. Measurement increased from 30% to 40% (+10%). One benchmark remained the same, Algebraic Thinking (43%). Three benchmarks decreased in the 2007 administration of the Mathematics FCAT. Numbers Sense decreased from 55% to 45% (-10%), Geometry decreased from 43% to 29% (-14%), and Data Analysis decreased from 45% to 36% (-9%).(30%). The sub-groups that did not score at or above grade level are the following: Hispanic (46%), English Language Learners (71%), Economically Disadvantaged (49%), and Students with Disabilities (72%).

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 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 using the Sunshine State Standards, students in grades 9 and 10 will maintain and/or improve their Mathematics score as evidenced by a 2 percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Black subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Hispanic subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Economically Disadvantaged subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the English Language Learner subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

Given instruction using the Sunshine State Standards, students in grades 9 and 10 will maintain or improve their Mathematics score as evidenced by a minimum of 62% of the Students with Disabilities subgroup identified in the No Child Left Behind Act scoring at or above state mastery levels.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Using the Student Performance Indicators (SPI), Mathematics teachers will focus on the two weakest strands and provide concentrated instruction.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide mathematics curriculum initiatives.	Principal, Assistant Principal, all Instructional Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide extended learning opportunities in Mathematics through Saturday Academy and afterschool FCAT Tutoring to all students scoring at FCAT Levels 1 and 2 through FCAT Explorer.	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Align curriculum among grade levels vertically and horizontally using the content scope and sequences and data-driven assessments.	Principal, Assistant Principal of Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Home Language Assistance (HLAP) services to ESOL students in all content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher, ESOL Curriculum Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enroll repeat 10th grade students that have not passed Algebra I in a homogeneously grouped class where they can receive intense Mathematics remediation.	Principal, Assistant Principal of Curriculum, Mathematics Teacher.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Place high scoring Varying Exceptionality students enrolled in the SPED program in inclusion classes where they will be able to receive additional instructional support. Low scoring VE students will be placed in an inclusion class.	Principal, SPED Curriculum Leader, Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enroll incoming 9th graders that have scored a Level 1 or 2 on the 2007 FCAT Administration in a homogeneously grouped intensive Mathematics course. The certified Mathematics teachers teaching these courses will infuse intensive Mathematics remediation.	Principal, Assistant Principal of Curriculum, 9th Grade Transition Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize department created instructional focus calendars along with the Pacing Guides addressing the Sunshine State Standards as an organizational tool to provide instruction.	Principal, Assistant Principal, Mathematics teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Math teachers will use the "Algebra 1" by Glencoe textbook for 9th grade students and "Geometry" by Glencoe textbook for 10th grade students. "Geometry" by Prentice Hall is used in the 11th and 12th grade Integrated Math classes. "Preparing for FCAT Grade 10" by Amsco is used in grades 9-12 to assist with FCAT preparation. In addition, the "FCAT Practice Workbook" by Glencoe is used to supplement the 9th and 10th grade Mathematics classes.

Professional Development

Inservices provided by the Division of Mathematics will include training in the use of graphic calculators, scope and sequencing of Algebra 1 and Geometry courses. Department meetings will include the discussion of "Best Practices". Various faculty members from different subject areas attended Summer Heat Sessions in the field of Mathematics. In addition, training on the analysis of Student Performance Indicators (SPI) to enhance learning gains will also be offered to teachers and will serve as a review for experienced faculty. Professional development for this goal will also include workshops for teachers that focus on the improvement of Mathematics skills in all disciplines and the assessment skills according to the FCAT mathematics rubric. In addition, teachers will receive an in-service training through the media center on the utilizing Destiny to access materials and websites addressing the Sunshine State Standards.

Evaluation



School Improvement Plan 2007-2008



These objectives will be evaluated by the scores of the 9th and 10th grade students on the FCAT Mathematics scores as compared to the 2007 FCAT Mathematics Examination. Interim assessment reports will provide formative assessment data, which will be used to monitor student progress. Assessments created through Examview will also be utilized to monitor student progress. District assessments will be administered and graded through Edusoft. The data compiled will assist the teachers in modifying instruction.

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

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

Writing Statement

Students in grade 10 will increase their writing performance as evidenced by an increase on the 2008 FCAT Writing+ Test to attain the No Child Left Behind Act requirement of increasing student writing performance by one percent.

Needs Assessment

Results of the 2007 FCAT Writing+ administration indicates that 72% of the students have met the state required mastery level. These results indicate a decrease of 6% in comparison to the 2006 FCAT Writing + administration. The two sub-groups that did not increase in performance as mandated by the No Child Left Behind Act (NCLB) are the following: Students with Disabilities 80% (2006) to 75% (2007) and White 90% (2006) to 90% (2007).

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the Black sub-group in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the White sub-group in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students belonging to the Students with Disabilities sub-group in grade 10 will maintain and/or improve their Writing score as evidenced by a 1 percentage point increase in the percent of students scoring at FCAT Writing Achievement Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

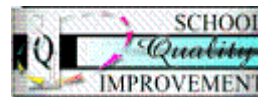
STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule at least two FCAT style writing assignments each grading period in all content areas. The pre/post tests will be holistically graded by the writing assessment team, which is composed of 9th and 10th grade Language Arts teachers.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer quarterly pre-tests and post-tests to assess learning gains in writing and provide remediation based on data gathered.	Principal, Assistant Principal, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide instruction in all Language Arts classes targeting the various models of expository and persuasive writing as required on the FCAT Writing test.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Home-Language Assistance (HLAP) services to ESOL students in all content areas.	Principal, Assistant Principal of Curriculum, Home Language Assistance Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Teachers will utilize CRISS strategies to strengthen student writing skills as documented in teacher lesson plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate the use of dictionaries and thesauris in the Language Arts and Reading Classrooms.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize SPI so teachers can use the Progress Monitoring Plan process to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model (CIM) to support the school-wide writing curriculum initiatives.	Principal, Assistant Principals, All Instructional Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide extended learning opportunities in writing through Saturday Academy and afterschool FCAT Tutoring to all students scoring below proficiency on the FCAT Writing+.	Principal, Assistant Principal of Curriculum, Language Arts Curriculum Leader, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize department created instructional focus calendars along with the Pacing Guides addressing the Sunshine State Standards as an organizational tool to provide instruction.	Principal, Assistant Principal, Language Arts Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the media center to integrate the research process with classroom curriculum to include the writing process.	Principal, Assistant Principal, Media Specialist, Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

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



School Improvement Plan 2007-2008



Professional Development

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

Evaluation

This objective will be evaluated by the scores of the 10th grade students on the 2008 FCAT Writing+ administration, as compared to the results of the 2007 FCAT Writing+ administration. Feedback from follow-up visitations by staff from the Division of Language Arts/Reading on the implementation of CRISS by teachers who have been trained will be provided. A pre and post district issued writing assessment will be administered and the results will be scored holistically by an FCAT writing assessment committee.

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

Miami-Dade County Public Schools

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

Science Statement

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

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 32% of students have met high standards. Scores for the 11th grade 2007 FCAT Science increased in two benchmarks. Earth/Space increased from 45% to 50%(+5%)and Life/Environmental also increased from 40% to 42% (+ 2%) when compared to the 2006 FCAT Science test. One benchmarks that remained the same in the 11th grade 2007 FCAT Science administration is Physical/Chemical (38%). The one benchmark that decreased was Scientific Thinking from 50% to 47% (-3%).

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by a minimum of 57% of students in grade 11 scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT.

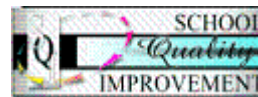
STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Pacing Guides for Earth/Space, Biology, Physical Science, and Chemistry provided by the District.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement Creating Independence Through Student-Owned Strategies (CRISS) in Science to expose students to higher order thinking skills.	Principal, Assistant Principal, Science Curriculum Leader, Media Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a Science FCAT tutoring program after school to prepare students for the 2008 Science FCAT utilizing the 11th grade benchmarks.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize lab reports in all science classes to promote reading, writing, mathematics, and data interpretation skills.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase the number of hands-on activities in the classroom through the use of the activity package provided by the Division of Science as a supplement to the Science Activity package created by the members of the Science department at the school site.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the 8-Step Continuous Improvement Model targeting science assessments.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize SPI so teachers can use the data to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Principal, Assistant Principal of Curriculum, Science Curriculum Leader, Science Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Increase the amount of high interest Science driven games to motivate students by becoming active participants in the lesson.	Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Incorporate the use of technology in the curriculum by using Science Research Based programs, such as GIZMOS. In addition, increase the amount of students using computers by creating a Science computer lab.	Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Educate the 11th grade class on the format of the Science FCAT through class presentations, tested benchmarks, and sample test items.	Principal, Assistant Principal, Reading Coach, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Increase the use of graphic organizers in Science classes to promote critical thinking skills, such as classification, comparison/contrast, and cause/effect.	Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of the media center by requiring research projects on Science related topics, not limited to, the Scientific Method, environmental/political Science issues and conservation/energy.	Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Participate in county-wide competitions, such as the Fairchild Gardens Challenge, Science Fair and the Physics Bridge competition.	Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan

2007-2008



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

Professional Development

Training will be provided for Science teachers based on the prescribed curriculum for FCAT Science. CRISS training will be provided for new teachers, and training opportunities will be extended to staff members who have not been trained in previous years. In-services provided by the Division of Science will include training in the use of graphic calculators, scope and sequence of Earth/Space, Biology, Chemistry, and Physical Science courses, and scoring rubrics for performance tasks on the FCAT Science. Best Practices will continue to be shared during department meetings. Various faculty members will attend the Instructional Technology Conference. Teachers will be trained on the use of ExamView test generator in conjunction with Edusoft. Selected teachers have received training on the use of GIZMOS and the implementation within the content areas. In addition, Science teachers developed instructional focus calendars and departmentalized exams to be utilized within the specific content areas. The Science department will receive training on utilizing Destiny to access materials and websites addressing Sunshine State Standards.

Evaluation

This objective will be evaluated by the scores on the 2008 FCAT Science examination, as compared to the results of the 2007 FCAT Science examination. Student grade reports will be reviewed quarterly. Site developed pre and post tests will be administered each quarter to provide formative assessment to monitor student progress and provide program evaluation.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

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

Needs Assessment

At Southwest Miami High School, parental involvement varies depending on the focus of the activity. Activities and athletic events generally involve a larger number of parents. During the 2007-2008 school year Freshman Orientation showed an increase of the number of parents visiting the school when compared to the available data from the 2006-2007 school year. However, there is still an evident need to create a plan of action to increase parental involvement in academic areas.

Measurable Objective

Given the documented importance of the relationship between parental involvement and academic success, Southwest Miami High School will increase parental involvement in the 2007-2008 school year by 3%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule Senior Parent Nights to inform parents about credit requirements, testing, college admissions, financial aide, senior activities, and graduation. Parent attendance is mandatory in these activities for seniors to participate in school related events. (PTSA Standard #3)	Principal, Assistant Principal of Curriculum, Student Services, CAP Advisor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide parents with the pin number needed to access the parent portal through mass meetings such as freshman orientation and Open House. (PTSA Standard #2)	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain a Parent Resource Center with information such as volunteer registration process and Parent Academy. (PTA Standard #1)	Prinicpal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide the PTSA with a link on the school website to post pertinent information to the community. (PTSA Standard #1)	Principal Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Host Open House and Resource Fair to communicate curriculum offerings and learning expectations. (PTSA standard #4)	Principal Administrative Team	9/18/2007	9/18/2007	Other/ Not Applicable	0
Provide opportunities for parents to utilize technology and to provide support for parents to assist students to become lifelong learners. (PTSA Standard #2)	Prinicpal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage parents to attend EESAC meetings by posting flyers, making announcements, and publishing dates in the neighbors section. (PTSA standard #5)	Prinicpal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Connect-Ed phone system to disseminate important information to parents. (PTSA Standard #1)	Prinicpal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA, www.pta.org

Professional Development

Provide parents with information in the area of post-secondary education and FCAT testing. In addition, parents will receive information through Parent Nights, Bilingual Parent Seminars and EESAC. Parents may also receive in-services providing strategies for encouraging reading at home and how to utilize Destiny.

Evaluation

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

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

The amount of students assigned indoor/outdoor suspension will decrease in the 2007-2008 school year.

Needs Assessment

Based on the information from the COGNOS Report, the suspension count for the 2006-2007 school year was 1,415. Given the fact that student attendance is directly related to achievement and learning gains, alternative disciplinary plans will be implemented to reduce the suspension rate during the 2007-2008 school year.

Measurable Objective

Given the need for students to spend as much time as possible in the safest learning environment, the percentage of students assigned to indoor/outdoor suspension will decrease by 2 percentage points during the 2007-2008 school year as compared to the suspension rate data provided by the COGNOS report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Behavior Intervention Plans and complete the Functional Assessment of Behaviors for Special Education students to provide the proper support.	Principal, ESE Assistant Principal, Program Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement alternatives to indoor suspensions, such as detentions and Saturday school.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate a mandatory school uniform policy to establish safety and security throughout the building.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement peer mediation as a proactive step to de-escalate situations that may result in disciplinary action.	Principal, Administrative Team, T.R.U.S.T. Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Send a copy of the progressive discipline plan, tutoring schedule and a suspension letter to notify parents of student progress and after-school academic opportunities.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize student disciplinary records to determine participation in extracurricular activities and athletics.	Principal, Administrative Team Curriculum Leaders Activities Director Club/Class Sponsors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide counseling services for students who have been referred due to disciplinary action to Student Services.	Principal, Administrative Team Student Services Curriculum Leaders	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enforcing the use and monitoring of security cameras as a way to prevent student incidents.	Principal, Assistant Principals, Security Personnel	8/20/2007	6/5/2008	Other/ Not Applicable	0
Infusing a 9th grade transition curriculum that incorporates strategies to cope with potential issues at the high school level.	Principal, Assistant Principals, 9th Grade Transition teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Continuous Improvement Model

Professional Development

Teachers in special programs will attend workshops on writing and implementing Functional Assessments of Behavior and Behavior Intervention Plans. In addition, teachers will receive training in Homeroom. Com and FCAT Explorer to provide tutoring during Saturday Academy to those students that have been assigned an alternative to indoor suspension. In addition, specific personnel monitoring the Detention Master will receive training to operate the program, which will be used to monitor chronic tardies and suspensions.

Evaluation

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

Technology Goal

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

Florida Education Priorities

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

Technology Statement

Given an emphasis on the use of technology in education, all teachers will augment their usage of Student Performance Indicators (SPI) as evidenced by a 10% increase during the 2007-2008 school year.

Needs Assessment

In order for teachers to improve student achievement and differentiate instruction teachers are being required to identify the low performing students as evidenced in SPI.

Measurable Objective

Given the need for all teachers to use the information on SPI effectively, 100% of teachers will fully implement the use of SPI data for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with a computer to better facilitate access to SPI.	Principal, Assistant Principals, Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Train teachers on how to access SPI through the Miami Dade County Public School website.	Principal, Assistant Principals, Technology Team	08/20/07	06/05/08	Continuous Improvement Model	0
Educate teachers on the information available as it relates to student FCAT levels through small group faculty meeting.	Principal, Assistant Principal, Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the primary exceptionality data pertaining to students enrolled in the Special Education Program to modify instruction and provide specialized services as mandated by the student's Individual Educational Plan.	Principal, Assistant Principals, All Instructional Personnel	08/20/07	06/05/08	Inclusion of SWD	0
Utilize the English Language Learner data to ensure that ESOL strategies are being implemented with the appropriate students.	Principal, Assistant Principal, Instructional Personnel	08/20/07	06/05/08	Dual Language	0
Utilize SPI to access student's Progress Monitoring Plan to review developmental scale scores for Reading, Math, Science, as well as Norm Referenced Test scores and FCAT Writing+ scores. Using this information, teachers in the respective content areas will learn how to write a PMP.	Principal, Assistant Principals, All Instructional Personnel	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Designated staff members from individual departments will be trained to provide training to the respective department members on the use of SPI. All teachers using SPI will attend training sessions provided at the school site. Teachers will also be trained on the specific benchmarks as related to the Reading and Mathematics FCAT. Once the data is retrieved from SPI, teachers will analyze student scores, determine areas in need of improvement and plan differentiated instruction.

Evaluation

This objective will be evaluated by having 100% participation of staff members utilizing Student Performance Indicators.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the data from the 2006-2007 school year, 70% of students in Physical Education classes that participated in the FITNESSGRAM passed at least 5 out of 6 testing items.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate lessons on the importance of physical fitness as part of a healthy lifestyle.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/20/2007	06/05/2008	Student Wellness	0
Provide information that educates students on how to maintain and/or improve their physical fitness levels outside of school.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Educate students that despite all skill levels, they too can succeed and improve physical fitness.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/20/2007	06/05/2008	Student Wellness	0
Use the results of the pre-test to establish realistic short-term goals to achieve medal recognition.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/20/2007	6/05/2008	Student Wellness	0
Conduct a pre-test for all students participating in the FITNESSGRAM to establish a baseline.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader	8/20/2007	6/05/2008	Student Wellness	0
Educate students on the importance of proper nutrition and hydration through lesson plans and student generated work.	Principal, Assistant Principal of Curriculum, Physical education Curriculum Leader, Physical Education Teachers, Health Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Implement the use of a new state of the art fitness center acquired through the PEP Grant.	Principal, Assistant Principal of Curriculum, Physical Education Curriculum Leader, Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by a comparison of the results of the FITNESSGRAM pre/post tests administered during the 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

The amount of students enrolled in Advanced Placement classes will increase in the 2008-2009 school year.

Needs Assessment

In the 2007-2008 school year 577 students enrolled in Advanced Placement classes. This enrollment reflects 19% of the total school population at Southwest Miami High School.

Measurable Objective

Given the need for higher achievement in elective courses the number of students taking Advanced Placement classes will increase by 2 percentage points when compared to the number of students enrolled in Advanced Placement classes in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the PSAT results to identify potential Advanced Placement students.	Principal, Assistant Principal, AP Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Visit feeder pattern middle school in an effort to educate incoming freshman on AP courses prior to subject selection.	Principal, Assistant Principal, AP Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Educate students enrolled in AP courses on testing formats (e.g. slides, auditory assessment).	Principal, Assistant Principal of Curriculum, AP Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assist students with registration of AP examinations.	Principal, Assistant Principal of Curriculum, AP Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage AP enrollment through preliminary classroom visitations by Students Services and Testing Chair.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote AP enrollment of incoming students through vertical teaming.	Principal, Assistant Principal of Curriculum, Student Services, AP Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide academic support through tutoring sessions.	Principal, Assistant Principal of Curriculum, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide undergraduates with the opportunity to discuss the advantages of AP courses and examinations with alumni.	Principal, Assistant Principal of Curriculum, CAP Advisor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the SAT scores to target potential students in the Advanced Placement program.	Principal, Assistant Principal of Curriculum, Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

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

Evaluation

This objective will be evaluated by an increase of Advanced Placement enrollment in the 2008-2009 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2006, Southwest Miami High School ranked in the 77th percentile on the State of Florida ROI index.

Measurable Objective

Southwest Miami High School will improve its ranking on the State of Florida ROI index publication from the 77th percentile in 2006 to the 79th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Southwest Miami High School will show progress toward reaching the 79th 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

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<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

Given the Federal Mandate as outlined in the No Child Left Behind Act, Southwest Miami High School will show an increase of 1% in the graduation rate when data from the 2007-2008 school year is compared with the 2006-2007 school year.

Needs Assessment

The graduation rate shows that 69% of students graduated within four years of initial entry into ninth grade in the 2005-2006 school year. Graduates include students who received a standard high school diploma or a State of Florida diploma (GED) earned through a GED Exit Option program.

Measurable Objective

The percentage of students graduating with a standard high school diploma will increase from 69% to 70% on the next publication of the graduation rate.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify a school-based leadership team.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Track incoming freshmen through Project S.O.A.R. to ensure that new students have the proper guidance and monitoring.	Principal Administrative Team, Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide college information through 11th and 12th grade classroom visitations done by the CAP advisor.	Principal, Administrative Team, CAP Advisor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Research community partnerships associated with career/academy theme.	Principal, Administrative Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Complete a comprehensive articulation plan.	Principal, Administrative Team, Student Services Curriculum Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review career education programs/academies through the Career Specialist.	Principal, Administrative Team, Career Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enroll incoming 9th graders into a 9th grade transition course using "Tools for Success" as the curriculum providing them the opportunity to build skills that will assist them throughout their high school career.	Principal, Administrative Team, Student Services, 9th grade Transition Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the members of the Academy of Finance Advisory Board to assist in offering magnet students scholarship opportunities. In addition, the Avisory Board places students in internship positions and job shadow day	Principal, Assistant Principals, Magnet Lead Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Teachers in the Banking and Finance Magnet program receive training through National Academy Foundation/Academy of Finance Advisory Board on evolving financial industry topics. This information is then disseminated to the students enrolled in the Magnet program that will eventually participate in internship programs and/or get hired by the Banking Industry.

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

The EESAC recommends that teachers attend training on the use of Student Performance Indicator (SPI) to be able to access individual student test scores, which will enable them to meet individual student needs. Teachers should participate in workshops and in-services that focus on the school's mission and individual Professional Development. In addition, EESAC recommends that teachers continue to be trained in the use of the electronic gradebook to facilitate the use of it during the 2007-2008 school year.

Instructional Materials:

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

Technology:

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

Staffing:

The EESAC Committee recommends that the school maintain the current staff enrollment. The Intensive Reading program should continue to place emphasis upon addressing the needs of students scoring at levels 1 and 2 on the 2007 administration of the FCAT.

Student Support Services:

The EESAC Committee continues to invite a Student Services Representative to all meetings. Student Services information is presented to the EESAC Committee and their input is taken into consideration. Counselors continue to be available during the first 10 minutes of lunch in the main lobby and the new cafeteria to assist students with brief questions and make appointments for issues that are more time consuming.

Other Matters of Resource Allocation:

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

Benchmarking:



School Improvement Plan

2007-2008



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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	0



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