

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH DADE SENIOR HIGH SCHOOL

District Name: Dade

Principal: Alicia Hidalgo

SAC Chair: Albert J. Garcia

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-11-2009

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VISION and MISSION STATEMENTS

Vision

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

Mission

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

South Dade Senior High opened in 1953 at 28401 Southwest 167th Avenue, Homestead, Florida. The campus has features that speak to its uniqueness and attest to its constraints. The school is located on sixty acres in unincorporated Miami-Dade County. Although not within the city limits of Homestead, power is received from the city's utility. The school is located in an area that is primarily agricultural and multicultural with a below-average socio-economic base as evidenced by its status as a Title I school. The percentage of students at South Dade Senior High School with free/reduced lunch is sixty-seven. The school moved into a brand new state-of-the-art facility during April of 2008 making 2009-2010 only the second school year for the new campus. At present, South Dade Senior High School is the largest physical plant of the entire district, with over 420,000 square feet of instructional space. As a result of the move, there are no portable classrooms currently in use.

Unique School Strengths for Next Year

The preliminary review of the performance data indicates increases in academic achievement in most tested content areas. There were seven percentage points gained in the number of students achieving high standards in mathematics, six percentage points gained in the number of students achieving high standards in reading, and three percentage points gained in the number of students achieving high standards in writing on the 2009 Spring administration of the Florida Comprehensive Achievement Test when compared to 2008 results. Significant learning gains were also evident in mathematics for students in the lowest quartile as reflected by a twelve percent increase and a five percent increase for standard curriculum groups in reading learning gains. Specific instructional frameworks have been developed in order to monitor student progress and effective instructional delivery. School wide focus calendars are being developed in reading, writing, mathematics, and science according to item specifications based on the Next Generation Sunshine State Standards where appropriate that will be aligned across the curriculum in order to provide explicit and differentiated instruction to meet student needs. Small Learning Communities and the continuation of academy based programs are in place in accordance with Secondary School Reform initiatives and will provide students greater opportunities to succeed.

Unique School Weaknesses for Next Year

The percentage of students meeting high standards in reading, as well as the number of students in the lowest twenty-five percent making learning gains in reading, continue to be areas of concern. Poor student attendance and the high mobility rate of students affect the consistency and successful implementation of instructional programs. The reduction of the school's

administrative team by one assistant principal has also increased the work load of each remaining team member in a time of increased student population and growing demands by the district and state for efficiency and production. An added constraint caused by the reduction of funding is the need to hire all new staff as permanent substitutes, limiting the sense of ownership of the new staff towards the school and its objectives, to counter this, ongoing professional development at the school site and a meticulous pairing of mentors has been put into place for all members of this cohort. The 2008-2009 school year began with a total of thirteen teaching schedules for which the district was unable to fund teacher positions until mid November. The administration anticipates another increase in student population for the 2009-2010 school year and is taking steps to mitigate the impact of unfunded teaching schedules.

Student Demographics

South Dade Senior High is a school with a rich history and a unique demographic profile. Current enrollment is approximately 3300 students in a ninth through twelfth grade configuration. The school's Special Education (SPED) enrollment is approximately 450 students. In addition, about 200 students are being identified as gifted and 220 students are being identified as English Language Learners (ELL). The diverse student population reflects that of the community and Miami-Dade County with fifteen percent classified as White Non-Hispanic, twenty-one percent classified as Black Non-Hispanic, sixty-two percent Hispanic, and two percent classified as Asian/Indian/Multiracial. Fourteen percent are students with special needs and seven percent are ELL students. The student mobility index is thirty-three percent according to our most recent data. Forty-three percent of our students are Level 1 in reading and twenty percent are Level 1 in mathematics. Thirty-two percent of our students are Level 2 in reading while twenty-nine percent are Level 2 in mathematics. In science fifty percent of students scored at Level 1 while thirty-two percent of students scored within Level 2.

Student Attendance Rates

As a Title I school serving a migrant population of lower socio-economic status students, South Dade Senior High School struggles with a high mobility rate and below average attendance. South Dade Senior High School's annual attendance percentage for the 2008-2009 school year was 92.8%, an increase of .6% percentage points from the prior year. The school's attendance rate has gone up over the past three years: 2006-2007: 91.01%; 2007-2008: 92.19%; 2008-2009: 92.8%. The district's attendance percentage also has shown an increase from 95.45% in 2007-2008 to a 95.51% in 2008-2009. The feeder pattern's average has slightly declined from last year to this year by .03%.

Student Mobility

South Dade Senior High School's mobility rate is thirty-three percent which is a decline from the previous year for which the percentage was thirty-four. This mobility comes in part from the school's migrant population. South Dade Senior High School has an active Title I Migrant Education Program whose main objective is to keep this cohort of students focused and on track. The Title I Migrant Education Program also supports the instructional objectives of the school through tutoring, monitoring, and myriad other support services which extend in to the home. South Dade Senior High School has an annualizing factor that is less than 1.0 for Full Time Equivalency (FTE) funding purposes due to its high mobility index.

Student Suspension Rates

A historical analysis of the percentage of incidents of instructional days lost to suspension at South Dade Senior High School yields the following data; 2006-2007: in-school 31.03%, out-of-school 14.55%; 2007-2008: in-school 24.30%, out-of-school 19.17%; 2008-2009: in-school 29.24%, out-of-school 23.78%. The out-of-school suspension rates have increased over the past three years by 9.23% and the in-school suspension rates have decreased by 1.79%. To reduce the amount of instructional days lost to outdoor suspensions the administration has decided that student suspensions will be reduced to 'time served' once a parent or guardian meets with an administrator, the parent or guardian will implement an alternative punishment at home.

Student Retention Rates

The retention rate decreased nine percentage points from 24.20% the previous year to 15% for 2008-2009 school year. The counselors perform a credit analysis for students who are deficient in credits. The counselors then prepare a recovery plan which includes adult education or Florida Virtual School as part of the credit recovery process. Promotions also take place at the semester point, based on the completion of half credit classes, adult education, Florida Virtual School, and traced transcripts.

Class Size

At the close of the 2008-2009 school year the student teacher ratio at South Dade Senior High School was 23.51:1 as compared to the district average of 25:1. Given the continued financial constraints imposed by the district and the state, a slight increase may occur during the 2009-2010 school year, although the master schedule is still being built at this time. Efforts are currently being taken to maintain the average size of general education and inclusion classes low, in part by applying the co-teacher model where appropriate. Special Education classes will continue to be relatively smaller and the English for Speakers of other Languages (ESOL) classes will stay well within the parameters established by the state for core courses.

Academic Performance of Feeder Pattern

The most recent data compiled for the performance of the South Dade Senior High School feeder pattern schools as a group indicates that the percentage of students meeting high standards for the feeder schools is lower on average than the percentage of students meeting high standards for the district. This poses a challenge for South Dade Senior High School as the students entering the ninth grade and then taking the state required graduation exam the following year already come with bigger deficits when compared to their peers across the district. South Dade Senior High School embraces this challenge and has designed six smaller learning communities within their massive school to appeal to the individual interests of students. The data generated after the first full year of the implementation of the magnet academies demonstrates increases in learning gains and increases in the percentage of students meeting high standards in most tested subjects.

Partnerships and Grants

South Dade Senior High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, homeless agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the Magnet Schools Assistance Program Grant (MSAP) and the Small Learning Communities (SLC) Grant in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as differentiated instruction / intervention, classroom libraries, project-based learning, and teacher-led professional learning communities. Furthermore, these grants work on decreasing minority isolation and increasing the graduation rate by allocating funds to the school site so that specialized career magnet programs can be offered.

The school's Academy of Sports & Health Science will continue its strong partnership with Homestead Hospital through its collaborative efforts in educating students from the nursing program. The Academy of International Finance, Business, & Technology will begin working within the National Academy Foundation in improving the academy's curriculum in order to provide more rigor and relevance within the classroom. The partnership between South Dade Senior High School and the International Baccalaureate Organization continues to grow as the International Education Academy completes its International Baccalaureate (IB) Candidacy. Finally, the Academy of Visual & Performing Arts (VPA) partners with local arts agencies such as the Florida Grand Opera, Donna Lee Dance Studio, and the Museum of Modern Art for the enrichment of the instructional program.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Alicia Hidalgo	Ed.S., M.S., B.A.	2	13	Principal of South Dade Senior High School 2008-2009 Grade: Estimated D (424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP. 2006-2007 Grade: F (366 points) Reading Mastery: 18%, Math Mastery: 40%, Science Mastery: 16%, AYP: All subgroups did not make AYP. 2005-2006 Grade: D (285 points) Reading Mastery: 20%, Math Mastery: 38%, AYP: All subgroups did not make AYP. 2004-2005 Grade: D (308 points) Reading Mastery: 23%, Math Mastery: 42%, AYP: All subgroups did not make AYP.
Assis Principal	David Cadaval	Ed.D., M.S., B.S.	4	6	Assistant Principal of South Dade Senior High School 2008-2009 Grade: Estimated D (424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP. 2006-2007 Grade: F (366 points) Reading Mastery: 18%, Math Mastery: 40%, Science Mastery: 16%, AYP: All subgroups did not make AYP. 2005-2006 Grade: D (285 points) Reading Mastery: 20%, Math Mastery: 38%, AYP: All subgroups did not make AYP. 2004-2005 Grade: D (308 points) Reading Mastery: 23%, Math Mastery: 42%, AYP: All subgroups did not make AYP.
					Assistant Principal of South Dade Senior High School 2008-2009 Grade: Estimated D

Assis Principal	Selene E. Gomez	M.S., B.S.	2	5	(424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP. 2006-2007 Grade: F (366 points) Reading Mastery: 18%, Math Mastery: 40%, Science Mastery: 16%, AYP: All subgroups did not make AYP. 2005-2006 Grade: D (285 points) Reading Mastery: 20%, Math Mastery: 38%, AYP: All subgroups did not make AYP. 2004-2005 Grade: D (308 points) Reading Mastery: 23%, Math Mastery: 42%, AYP: All subgroups did not make AYP.
Assis Principal	Lawrence D. Kennedy, III	M.S., B.S.	7	12	Assistant Principal of South Dade Senior High School 2008-2009 Grade: Estimated D (424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP. 2006-2007 Grade: F (366 points) Reading Mastery: 18%, Math Mastery: 40%, Science Mastery: 16%, AYP: All subgroups did not make AYP. 2005-2006 Grade: D (285 points) Reading Mastery: 20%, Math Mastery: 38%, AYP: All subgroups did not make AYP. 2004-2005 Grade: D (308 points) Reading Mastery: 23%, Math Mastery: 42%, AYP: All subgroups did not make AYP.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading / Writing	Patricia L. Hollinger	B.S. Journalism Certification in English 6-12, Journalism 6-12, Completed Reading Competency 1 and 2 during the 2008-2009 school year	11	2	2008-2009 Grade: Estimated D (424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP.
Reading	Anna N. Menendez	B.S. Elementary M.S. Reading Certification in Elementary Education, Reading, Media Specialist	4	14	2008-2009 Grade: Estimated D (424 points) Reading Mastery: 29%, Math Mastery: 56%, Science Mastery: 20%, AYP: Subgroup Data not yet available. 2007-2008 Grade D (398 points) Reading Mastery: 23%, Math Mastery: 49%, Science Mastery: 26%, AYP: White subgroup made AYP in Math, all other subgroups did not make AYP.
Reading	Linda D. Perry	BA Degree in French Education. Certifications: Middle Grades Language Arts, French, Media Specialist, Reading Endorsement		5	Homestead Middle School: 2008-2009: Grade: B (505 points); Reading Mastery: 50%; Math Mastery: 50%; Science Mastery: 25%; AYP: Black subgroup made AYP in reading. All other subgroups did not make AYP in reading. Hispanic, Economically Disadvantaged, and Students with Disabilities made AYP in math. All other subgroups did not make AYP in math. 2007-2008: Grade: B (512 points); Reading Mastery: 54%; Math Mastery: 53%; Science Mastery: 36%; AYP: No subgroups made AYP in reading or in math.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with leadership team.	Assistant Principal	On-going	

2. Partnering new teachers with veteran staff.	Assistant Principal	On-going	
3. Hire experienced teachers who are highly qualified and have a proven track record in increasing student achievement.	Principal	On-going	
4. Request the assistance of district and region personnel in identifying and referring highly qualified teachers to our school when experienced teachers are not available.	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
SONJA BRAUN GAETJENS	SOCIAL SCIENCE	MATHEMATICS SR HIGH	Ms. Braun-Gaetjens came to us from the district office during a reduction in force, she will participate in the professional development offered by Miami-Dade County Public Schools for certification in Mathematics 6-12 during the 2009-2010 school year.
COLLIN L. BARTLEY	SOCIAL SCIENCE	LANGUAGE ARTS ENGLISH SR	Mr. Bartley came to us from the district office during a reduction in force, he will participate in the professional development offered by Miami-Dade County Public Schools for certification in English 6-12 during the 2009-2010 school year.
ELIZABETH D. GUERRERO	BUSINESS EDUCATION	LANGUAGE ARTS ENGLISH SR	Ms. Guerrero is part of the pre International Education academy and has received extensive training from the International Baccalaureate Organization in English, she is working towards completion of her certification during the 2009-2010 school year.
BRESNNIEL JANSEN-MONES	PHYSICAL EDUCATION	MATHEMATICS SR HIGH	Mr. Jansen-Mones came to us as a surplus from an elementary school, he will participate in the professional development offered by Miami-Dade County Public Schools for certification in Mathematics 6-12 during the 2009-2010 school year.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
168	4.76	30.36	36.31	28.57	37.5	81.13	5.36	0.6	11.31

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tanya Hanson	Ed Callahan	Social Studies Department Chair, Magnet Lead Teacher	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Yinelica Perez,	Sonia Braun-	Math teachers with a history	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management

Maria Rogers	Gaetjans	of high learning gains	Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Sherronni Brady	Collin Bartley	Magnet Lead Teacher	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Omar Morales, Lisa Washington	Dania Diaz-Silveira	Science Teacher, SPED Inclusion Teacher	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Tanya Hanson	Zachary Miller	Social Studies Department Chairperson, Magnet Lead Teacher	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Mario Morales	Susana Salazar	Science Department Chairperson	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Anna Menendez	Latrice Benbow	Reading Coach	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group
Carl Durnberg	Bresnniel Jansen-Mones	Math Teacher	Differentiated Instruction Training, Educational Strategies to Enhance Learning, Instructional Focus Calendar, Classroom Management Workshop, Interdisciplinary Instructional Workshop, Data Analysis, School Safety Training, Critical Friends Group

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure South Dade Senior High School students requiring additional remediation are assisted through after-school programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards / programs; identify and analyze existing literature on scientifically based curriculum / behavior assessment and intervention approaches. They identify systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and

implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the South Dade Senior High school-wide program include a Parental Resource Center Program monitored by our Community Involvement Specialist; South Dade Title I CHEAD team which placed 5th in the South Central Regional Center Chess Tournament, 3rd place in the North Regional Center Chess Tournament and 1st place in the 2009 Superstate VI; and special support services were also provided to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

South Dade Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. South Dade Senior High School provides counselors to migrant students, as well as, a Community Involvement Specialist to ensure student school attendance. The goal of the Migrant Education Program is to ensure that all migrant students attain challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. Title I funds are used to identify eligible students and provide education and support services. These services include; academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, counseling, testing services, and health services. Title I funds support high quality education programs for migrant children and help ensure that migrant children who move to other states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Federal funds are allocated by formula to State Education Agencies Program, based on each state's per pupil expenditure for education and number of eligible migratory children, age 3 through 21, residing within the state. South Dade Senior High School will serve over 100 migrant students this year.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. South Dade Senior High School has a joint venture with the Stay in School Program/South Florida Workforce which provides students and families with multi-year, year round services that will support students to develop strategies for graduation and for entering the workforce post graduation. Students are identified as "at risk" of dropping out of school, functioning below two grade levels, low grade point average, and deficiencies in basic skills. Support services through the Stay in School program include intensive counseling, academic assistance, summer employment, internships and assistance in applying for post secondary education training opportunities. During the 2008-2009 school year, Stay in School assigned two counselors to South Dade Senior High who enrolled 111 participants and 43 remain active in the program. Also, the Gear Up / Florida International University partnership with Miami-Dade County Public Schools and South Dade Senior High School is committed to enhancing the personal, academic, and emotional development of students and their families in the Homestead / Florida City area. Their primary focus is to help provide students with the essential skills in mathematics, language arts, and reading required for post-secondary education and subsequent professional careers. The Gear Up program provides in-class tutoring assistants to teachers in the above areas, summer academy for FCAT instruction in reading and mathematics for 100 students, after-school tutoring, teacher supplies, student incentives, and student and family counseling.

Title II

The district uses supplemental funds for improving basic education as follows;

- training to certify qualified mentors for the New Teacher (MINT) Program.
- training for add-on endorsement programs, such as reading, gifted, ESOL.
- training and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. South Dade Senior High School provides tutorial programs for the ELL students using Achieve 3000, Ellis, and the Plato Lab which employs two instructors to assist students as needed. Reading and supplementary materials are provided to the students by the ESOL Department Chairperson, and the reading and writing coaches. Behavioral and mental health counseling services are provided by the Migrant Counselor, TRUST Counselor, and Bi-lingual Academic School Counselor.

Title X- Homeless

Miami-Dade Public Schools and the District Homeless Social Worker provide resources such as clothing, school supplies, and social service referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

South Dade Senior High School provides extended learning opportunities during the Spring "crunch time" leading up to the FCAT. Supplemental instruction is also provided to the students through the ESOL department and our partnership programs with Stay in School, Gear Up, and the Migrant Program.

Violence Prevention Programs

South Dade Senior High School offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. To help diminish violence at South Dade Senior High School, several activities take place. The Anti-Bullying Committee set up a bullying reporting website. Awareness was raised through posters that were placed throughout the school. After the reports were analyzed counselors and administrators provided counseling and

mediation as needed. Articles were written in the school newspaper, The Scene, and the school staff was given a training by Ms. Nancy Brice at a faculty meeting. The custodial staff was also given training to assist them in identifying bullying and how to intervene. The district's plan, which is due out in the 2009-2010 school year, is expected to support the efforts at South Dade Senior High School where professionals will continue to develop and present activities to assist with this problem. In addition, CD's, titled "Real Choices, the Non-Violence Track", sponsored by the Miami-Dade Violence Intervention Project were given to select teachers and counselors to share and give to students. Also, during Red Ribbon Week assemblies were held that featured a youth program with anti-gang and anti-drug messages. The Trust Counselor sponsors the DFY-IT Program which allows students to participate in drug testing, extended learning opportunities, and training to become peer counselors.

Nutrition Programs

South Dade Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. South Dade Senior High School's Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible South Dade Senior High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study at South Dade Senior High School students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. South Dade Senior High School currently offers the following career and technical education programs: Law Studies & Public Safety, Sports, Nutrition & Health Science, International Education, International Finance, Business & Technology, Professional Services, and Visual & Performing Arts. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades nine through twelve.

Job Training

South Dade Senior High School offers three job training programs that will provide students with job skills that afford them the opportunity to increase their awareness of the workforce within the global economy. The Cooperative Diversified Education (CDE) Program is offered to students who are at or above their required high school credits. Also, there is the Work Experience component which is for the student who is below credit requirement and "at risk" of dropping out. In addition, the Diversified Cooperative Technology Program is offered to students with disabilities. These programs offer an in class component to assist them with employability skills and on-the-job training supported by the teacher and the supervisor at the worksite.

Other

Parental

South Dade Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. South Dade Senior will increase parental engagement / involvement through developing our Title I School-Parent Compact for each student; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents / activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. South Dade Senior High School will complete the Title I Administration Parental Involvement Monthly School Report (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund / School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund / School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction / intervention, classroom libraries, and Project CRISS. Additionally, the Title I School Improvement Grant / Fund supports funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I

Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Alicia Hidalgo, Principal; Dr. David Cadaval, Assistant Principal; Selene G. Gomez, Assistant Principal; Lawrence D. Kennedy, III, Assistant Principal; Sherronni Brady, Magnet Lead Teacher; Albert, J. Garcia, EESAC Chairperson, Magnet Lead Teacher; Tanya Hanson, Magnet Lead Teacher; Lourdes Haun, Magnet Lead Teacher; Bryan Petorak, Magnet Lead Teacher; Michael Lawrence, Magnet Lead Teacher; Patricia Hollinger, Language Arts Department Chairperson, Writing and Reading Coach; Anna Menendez, Reading Coach; Juan Carlos De Armas, Small Learning Communities Coordinator; Mario Morales, Science Department Chairperson; Cheryl Ruffin, Math Department Chairperson; Karen Kropp-Hernandez, Test Chairperson, Advanced Academics Coordinator, Union Steward.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI team will monitor academic data evaluating progress and determining professional development needs based on data to address how to use the process to enhance instruction at the school site.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

With membership comprised of stakeholders from the administration to the EESAC to classroom teachers and other instructional leaders, the RtI Team serves as the authors of the School Improvement Plan and will serve as the leading body responsible for implementation and modification of the plan along with the EESAC.

RtI Implementation

Describe the data management system used to summarize tiered data.

Once fully implemented, the RtI Team will use data to guide instructional decisions which will adjust the delivery of curriculum and instruction to meet the specific needs of students as well as drive decisions regarding targeted professional development.

Describe the plan to train staff on RtI.

The RtI Team at South Dade Senior High School will avail itself of district directed professional development on RtI problem solving and the data analysis process.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In reading, the following content clusters were consistently above 51% for the 9th graders at South Dade Senior High School: Words/Phrase; Main idea/Purpose; and Comparisons. Tenth graders were above the 51% mark in Main Idea / Purpose. The weakest performing content clusters in reading for both the 9th and 10th grade is Reference / Research, while 10th graders also scored poorly in Words / Phrase and Comparisons.

The 2009 FCAT Writing Test shows that 73% of the 10th graders scored between 3.5 and 6 satisfying the state's requirement for meeting high standards. Fifty-five percent scored 4.0 and above. To increase those students scoring at the highest level and to increase the passing percentage, greater instructional emphasis needs to be placed on developing support and the writer's voice.

In science, 11th graders taking the 2009 Science FCAT demonstrated the following passing percentages in the four clusters that include Physical/Chemical, Earth Science, Life Science and Scientific Thinking. The passing percentages were 38, 50, 43 and 50 respectively. When compared to the previous year, only one cluster demonstrated significant improvement in passing percentage, Earth Science, which had a passing percent difference of +8.

Two clusters demonstrated a decrease in passing percentage, these are Physical/Chemical and Scientific Thinking with a difference of -5 and -5 respectively. Overall, 11th grade students taking the 2009 Science FCAT had a passing rate of 20%.

When compared to last year's 11th graders taking the Science FCAT, there was a difference of -6 percent.

South Dade Senior High School experienced a maintenance or increase in all math content clusters for all grade levels with the exception of a drop in Geometry for 10th grade.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The 2009-2010 reading Instructional Focus Calendars (IFC's) are currently being developed. The reading IFC's will be updated in October 2009 as determined by disaggregated data results from the September pre-test, and again in January 2010 as determined by the disaggregated data results from the December interim test. Teachers are encouraged to exercise professional judgment in determining the modifications to their instructional focus of whole group lessons, and small group / differentiated instruction. Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results. The duration of instruction for each benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the benchmark as indicated by student progress, either in a whole or small group setting. Administration will implement a continuous cycle of classroom visitations, evaluating lessons plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will assist teachers who demonstrate signs of struggling with IFC implementation. Teachers who are struggling with the implementation of the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and / or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues during bi-weekly team meetings.

At the opening of the school year, language arts teachers will be given a writing plan based on the district's plan but modified by school staff to meet the needs of our students based on performance data. This analysis will include the results of the district writing pre-test given at the beginning of the school year, gathering feedback from the previous year's 9th grade teachers, and early 10th grade teacher assessments, a writing plan will be developed by the writing coach to address the writing weaknesses as well as teaching the writing process for the current school year. Writing activities / lessons / assignments are written into the reading IFC to correlate to the biweekly reading benchmarks. The selection of the reading benchmarks is based on the results of the previous year's FCAT and is adjusted throughout the year according to teacher and interim school wide assessments. FCAT prompts will be given in the 9th and 10th grades three times a year to monitor progress through data collection.

The Instructional Focus Calendar for science is a task that is undertaken at the district level in the summer of 2009 with the collaboration of science teachers from across the district. District data for the 2008-2009 school year is disaggregated and decisions are made as the IFC for science is developed. The data assists the teachers developing the IFC in deciding what benchmarks the students in the county seemed to be the most deficient in on the 2009 FCAT exam and Interim Assessments. Based on this data, foci are developed with special attention placed on the deficient benchmarks.

Once the district has developed their IFC, it is disseminated to the schools at the beginning of the 2009-2010 school year for implementation. The schools now modify the IFC to meet their own needs based on the individual school's 2009 Science FCAT and Interim Assessment data. The IFC for science focuses on whole group, small group, and differentiated instruction as well as essential labs which place emphasis on the annually assessed benchmarks on the Science FCAT. The IFC takes into consideration the time required for implementation prior to the Spring exam.

In the classroom, all annually assessed benchmarks are scheduled to be covered before the administration of the Science FCAT in March. Implementation of the science IFC, in conjunction with the pacing guide, begins on the first day of the school year. Teachers develop lesson plans to ensure that all benchmarks on the IFC are covered in class utilizing differentiated instructional strategies. The science department chairperson continuously assists teachers within the department and answers questions teachers may have regarding the implementation of the IFC. These questions and concerns are typical topics at the departmental meetings held every month. The administration continuously monitors the implementation of the IFC by making frequent classroom visitations and evaluating daily lesson plans as well as monitoring student performance data.

The mathematics Instructional Focus Calendar is developed when the FCAT Mathematics results have been analyzed and the focus benchmarks identified. The mathematics Instructional Focus Calendar is aligned with the grade level expectations, and with the Comprehensive Mathematics Plan which incorporates the use of the district pacing guides. This IFC is adjusted based on the results of the mathematics Interim Assessment.

The math IFC is implemented through instructional focus lessons that provide explicit and systematic instruction focused on the benchmarks for which our students need academic intervention. Effective instructional strategies such as hands on activities, cooperative learning, differentiated instruction, and graphic organizers, are implemented as part of the educational activities. After notifying the math department chairperson, teachers of the math department can modify the IFC taking into consideration the results of their students on the periodic assessments in order to re-teach or reinforce specific benchmarks or strands. Through the math departmental meetings, math teachers set aside time to collaborate with fellow teachers on a regular basis, establishing vertical articulations with the grade level below and above, and discussing the implementation of the IFC stating what is working and what needs improvement.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

The performance of 9th graders on the 2009 Reading FCAT yielded data showing priority focus needs to be given to Reference and Research and Comparison and Contrast. In writing, support, elaboration, specific word choice and the development of the writer's voice will be the benchmarks given the most priority.

The instructional benchmarks that will receive priority focus in science are selected based on how the 11th grade students performed on the 2009 Science FCAT. The data shows that students made significant improvement in the Earth Science cluster. In the Life Science and Scientific Thinking content clusters student mastery remained the same. However, students did not perform as well in the Physical Science / Chemistry content cluster; therefore, this cluster will have priority focus.

In mathematics, Number Sense and Measurement are still our priority focus strands for 9th grade students, while for 10th grade students priority focus will be given to the strands of Geometry and Data Analysis.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Reading and writing data collection through Edusoft, Navigator, Total Reader, Reading Plus and Criterion can identify students' individual strengths and weaknesses and correlate the data to skills and benchmarks. Teachers and coaches can develop interventions based on the data and classroom assessments.

High performing teachers are identified based on how their students performed on the 2009 Science FCAT. Once identified, these teachers will be assigned to teach students in predominantly 11th grade classes. Teachers with highly developed laboratory instructional approaches and multiple certifications to include biology, chemistry, and physics will also be identified and assigned to 11th grade chemistry, anatomy, and Integrated Science classes.

To ensure instruction based on the individual needs of our math students, math lessons are delivered enhancing the learning process by matching student characteristics to instruction and assessment. Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. Differentiated educational activities are implemented by the math teachers by following the math IFC aligned to the math pacing guides provided by the district, using diagnostic assessments to determine student readiness, identifying student learning styles and environmental preferences (using learning styles inventories), and incorporating different instructional strategies based on the assessed needs of the students. As with science, math lead teachers have been placed to teach 9th and 10th grade students who need intensive intervention.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Within the Language Arts department, electives exist which integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, TV production and journalism courses apply the content learned in their language arts classes. The district developed an Integrated Science course specifically tailored to meet the criteria of the Science FCAT. The course, which is offered in lieu of Physical Science, is rich with applied and cross subject topics which offer the students the opportunity to experience firsthand how these topics have an influence in their lives. The IFC for this course is laboratory based which allows the students to acquire many of the skills by performing hands on activities as they would in relevant careers within that particular subject area. South Dade Senior High School also offers a research course as an elective which focuses on the scientific method of solving problems. Students in the course perform research in many areas to include both the social and applied sciences; their findings are submitted for judging in the Science Fair Competition. Aside from the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (SECME) and of course the Science Honor Society.

Since mathematical competence is needed for a student to be successful in today's global economy, our math courses will prepare our students to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. South Dade Senior High School will maintain its partnership with community organizations, universities, and parents, through the Parent Teacher Association and Florida International University's Gear-Up program to coordinate math oriented career fairs and visits to local colleges and universities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

South Dade Senior High School's current design as a magnet academy school takes into account the individual interests of students, this serves as the foundation for the framework of the six academies. The core classes are now also organized by academy which further personalizing the learning experience through project-based learning activities which are cross curricular. As part of the magnet course of study, career portfolios are developed by each student based on their major area

of interest, fully 60% of the students began their career portfolio during the first full year of program implementation. South Dade Senior High School has also partnered with College Summit to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college, these students return to the school and work with seniors who might not otherwise consider college as part of their life after high school.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Core curriculum teachers develop their daily lesson plans based on their respective district's pacing guides which are aligned with the Sunshine State Standards and state adopted textbooks. In addition to utilizing the pacing guide for their respective subject, teachers prepare their lesson plans using the IFC which focus on the FCAT benchmarks. In science, teachers meet and collaborate throughout the year to develop their lesson plans as well as plan the essential labs which correlate with the annually assessed benchmarks on the Science FCAT. South Dade Senior High School faculty will utilize data collected through frequent assessments to determine the content of their lesson plans and identify benchmarks that will require re-teaching. Teachers also discuss instructional strategies that will offer a differentiated teaching approach so as to cater to the students which have shown mastery as well as those students that have not on the assessed benchmarks. Best practices are shared on a continuous basis through substantial professional development and departmental meetings.

Additionally, the collaboration between the core teachers within each of the six magnet academies gives South Dade Senior High School the distinct advantage of operating as six smaller schools within a larger one. The core teachers within each academy will work towards incorporating multidisciplinary and project-based learning activities during the 2009-2010 school year.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by the instructional coaches for each subject area based on a review of previous assessments. The focus lessons selected by the instructional coaches are aligned to the benchmarks and standards for each subject area and cover those benchmarks that are annually assessed on the FCAT. Five to ten minute lessons will be taught at the beginning of each class period. Reading, social studies, and physical education will teach the focus lesson that correlates with their subject area using the reading benchmarks.

In writing, suggested handouts and lessons are sent to language arts teachers that support the benchmark writing activities in the focus calendar. Modeling and co-teaching lessons by the reading and writing coaches are done throughout the year that correlate with the reading focus calendar as well as the Florida Continuous Improvement Model (FCIM) lessons and lessons from the Florida Department of Education website are also distributed to the teachers to support the focus calendar. In addition, daily SAT Word of the Day on PowerPoint slides with music are sent to each teacher via school email to be used as bell-ringers or the day's closure.

In science, instructional focus lessons are developed using the annually assessed benchmarks on the Science FCAT. The science department chairperson provides the teachers with an intensive framework of lessons and activities that are delivered by all science teachers. The teachers choose a benchmark relative to what is being covered in class according to the pacing guide and deliver these benchmark specific lessons every Monday of the week followed by a pre-made assessment specifically for that focus lesson on the following day. At the end of each nine week grading period, all benchmarks covered in all the focus lessons delivered for that grading period will be reviewed and performance assessed.

Mathematics instructional focus lessons are developed by the math teachers following the timeframe of the Instructional Focus Calendar to ensure precise instruction that meets the academic needs of our students, allowing for the greatest opportunity for mastery of standards, high performance on the FCAT, and academic success. Class work incorporates comprehensive curriculum materials, as well as a set of tools that lets teachers and administrators manage, assess, and customize students' learning process. Learning activities are organized in a way that maximizes the opportunity for students to learn the instructional focus in the classroom. Teachers develop their lesson plans following the pacing guide as well as taking into consideration the main benchmarks that need to be mastered by the students through the lesson. Through this instructional design our students experience only the highest quality of differentiated instruction while progressing through and reinforcing the instructional focus of the classroom.

How will instructional focus lessons be revised and monitored?

Student mastery of specific benchmarks within the reading focus lessons will determine if the focus lessons need to be revised and / or re-taught. Teachers and administrators will ensure the effectiveness of the reading focus lessons by analyzing data results from district and state progress monitoring assessments that are given periodically throughout the school year. Proficiency of skills and benchmarks taught as part of the whole group instruction should also be evident as assessed by teacher made tests and school site assessments. The lessons are monitored and revised based on feedback from the teachers and reviewing of assessment data through the reading and writing computer programs.

Science performance data from the focus lesson's assessment, as well as, the quarterly assessment is collected and examined as to how the students performed on that particular focus lesson. Teachers and administrators will assess the effectiveness of the focus lessons through this analysis of the data. The data is used to revise the lessons as well as to dictate what needs to be re-taught or reviewed during FCAT crunch time depending on student mastery or non-mastery of

the focus lesson's objectives.

Mathematics instructional focus lessons will be revised through periodic visits conducted by the mathematics chairperson or curriculum representatives from the administration. Through these regular visits, teachers who are struggling with the implementation of the IFC will receive assistance from lead teachers, who are going to be available to model high quality lessons and provide assistance with the development of lesson plans. Additionally, the collective analysis of mathematics performance data obtained from comprehensive assessments of the mathematics strategies applied in class will be used as indicators of instructional effectiveness and achievement of our students.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative reading assessments will be taken by all FCAT level students in 9th 10th grade by using the district Fall pre-test and Winter mid-term assessments. Intensive reading classes (9-12) will be given the state Florida Assessment in Reading (FAIR) as well as program assessments such as the Northwest Evaluation Association (NWEA), Gains Test, and the Lexile Test. These assessments are given in September, January, and April. For the purpose of informing instruction in writing, a pre-test is given early in the Fall and compared to the Spring post-test to measure growth, often this data assists in the planning of instruction for the rising 9th graders. Additionally, individual and class progress will be monitored through Criterion data analysis.

Throughout the year science teachers will be assessing their students in several ways. Assessment tools such as test banks that come with the state adopted textbooks are used to assess students informally in science classes. Science teachers also use the science Benchmark Assessment Item Bank (BAIB) to pull test items by standards. These assessments are predominantly used to assess the benchmarks covered in the focus lessons as dictated by the IFC. These assessments will be comprised of no more than ten questions per benchmark. In addition to these informal assessments, students are assessed formally with the district's Interim Assessments. The data from these formal assessments in addition to the data from the Science FCAT provide the best measure for future planning, instruction, re-teaching, and intervention.

Mathematics teachers measure students progress by analyzing the results from any of the mathematics comprehensive assessments applied in class: regular quizzes, Gizmos assessments, chapter tests, projects, district interim assessments, midterm exams, and final exams. The results from these assessments will be used to determine what areas need extra intervention.

How are assessments used to identify students reaching mastery and those not reaching mastery?

In reading mastery will be set at 80%. Reading mastery is set at higher than the required score of 72% to ensure student proficiency of each benchmark. The assessment results will be used to determine the instructional focus of whole group lessons. An item-analysis of the assessment will be utilized to re-teach the questions that the students missed most frequently. Teachers will differentiate their instructions as indicated by assessment results to provide intensive remediation to those students earning less than 50% proficiency, additional instruction and practice opportunities for those students between 50-70% proficiency, and enrichment / advanced instruction to students earning 80-100% proficiency.

Mastery in writing will be set at 81% of 10th graders will score 3.5 and above on the 2010 FCAT Writing test. That progress will be monitored by analysis of progress on the mid-year prompt as well as ongoing monitoring of the Criterion web-based writing program. Those students who are not reaching mastery will receive intervention through differentiated instruction by the teacher and writing coach.

The purpose of assessment is to determine whether or not the students are achieving levels of mastery for the Annually Assessed benchmarks on the Science FCAT. Even though mastery is set at 70%, 80% is the level of mastery that is set in order to determine whether or not that students have achieved solid understanding and interpretation of the benchmarks being assessed. Item analysis is used to provide the science teachers with feedback that will assist them with whole group instruction in the form of re-teaching or individualized help for particular group of students. The data will also serve as a determinant as to how the teacher should differentiate their instruction. Students that are identified as non mastery level students scoring 50% - 80% will be targeted and recommended for extending instructional activities such as tutoring. Additional practice and activities will be provided to these students to assist them in reaching mastery level. Students that are performing at higher levels of mastery, 80% - 100%, will be given additional activities as to enrich the knowledge they already possess. These tasks may be in the form of research or design based projects.

Mastery in math will be set at 80%. Mastery is set at higher than the traditional score of 74% to ensure student proficiency of each benchmark. The results of myriad assessment discussed above will be used to determine group academic needs. A data disaggregation of the results will be discussed in departmental meetings and utilized by teachers to provide additional intervention of the benchmarks where students showed poor results. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to students who score less than 50% mastery, and supplemental instruction is provided to students scoring between 50-70%, advanced instruction will be provided to students scoring 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Reading students at or above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce requisite skills and maintain the proficient level of mastery. The timing and the amount of time spent on each benchmark is determined by periodic assessments.

In science maintaining students at mastery level or above mastery level is very important, especially given that the state does not measure learning gains as part of their assessment of school performance. These students will be subjected to mostly lab, research, and design based projects with a more in depth and applicable approach to learning. These students will become prime candidates for participation in one of many extracurricular science clubs such as SECME and Science Honor Society. Within these organizations they will be able to utilize their mastery of skills to participate in science competitions.

In math, students who are performing at mastery levels will receive the opportunity of participating in challenging real life applications through academic activities obtained from Gizmos, Riverdeep, as well as, hands on activities like Versatiles, or research based activities which infuse the scientific method through the application of mathematics knowledge.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The Response to Instruction / Intervention (RTI) Team will analyze student performance data generated from various sources on a monthly basis; this discussion will include data brought to the table by representatives from the various core disciplines. These individuals then guide conversations with peers within their respective departments through departmental meetings and one on one with teachers at the classroom level.

In science, teachers will be meeting by subject area as well as grade level throughout the year. Teachers will be given time during departmental meetings to analyze data both by subject area and grade level. The teachers will utilize this time to plan and determine what benchmarks need to be revisited, particularly in 11th grade science, prior to the Science FCAT being administered. Other grade level teachers can focus on the data primarily to discuss best teaching practices for individual benchmarks. This will give the teachers the opportunity to reflect on teaching practices and determine how they may approach the delivery of any particular benchmark in the future. All meeting will be facilitated by the science department chairperson who will in turn report all items on the agenda to the administration.

Math teachers will meet monthly in departmental meetings. Teams will be conformed one month per grade, and another month per subject in order to analyze and review assessment data. These meetings will be facilitated by the math department chairperson and an administrator while a teachers will be designated to take attendance and record notes from the meeting to be submitted later to the administration.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

It is imperative that the Leadership Team consistently make classroom visitations in order to monitor the teaching and learning process. In addition to classroom visitations, whole group or one on one meetings should be scheduled in order to provide staff with feedback. The Leadership Team should review lesson plans, data binders, and student portfolios for evidence of instruction, assessments, and differentiated instruction. The Leadership Team should document the process of teaching, assessing, re-teaching, and should also make sure that particular attention is given to students with special needs.

All department chairpersons will assist faculty with the process of monitoring student progress based on the data collected from ongoing assessment. The chairperson will offer instruction on the delivery of the focus lessons through modeling of lessons and by providing the teachers with the resources necessary for success such as lab materials. Additionally, the chairperson will share skills related specifically to time management and differentiated instruction given the new straight six period day being incorporated.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Ninth grade Intensive Reading Plus classes will use the Hampton Brown Edge Level A, 10th grade Intensive Reading Plus classes will use the Hampton Brown Edge Level B, Intensive Reading classes will use Jamestown Reading Navigator, Hampton Brown Edge Levels B and C will be used in the homogeneously grouped English classes in 9th and 10th grade respectively. Eleventh and 12th grade students who have yet to pass the FCAT will use the USA Today reading program. In writing, intensive instruction and intervention will include the Criterion writing software program; Wordly Wise to enhance vocabulary instruction for reading and writing in language arts classes for 9th and 10th graders and the Six Traits writing

supplemental program.

Supplemental instruction in science is provide through a lab intensive crunch time calendar of focus lessons which targets 11th grade students capable of passing the Science FCAT based on their most recent reading and math FCAT scores. In addition to this intensive framework of instruction, science tutoring is offered to all students that have not achieved mastery level on certain benchmarks.

Supplemental Instruction in math will take place by using the Mc Dougal Littell Sunshine State Standards Support Book, Standardized Test Practice Workbook, Practice Workbook with Examples, and Basic Skills Workbook: Diagnosis and Remediation. These are resources provided by the state adopted textbooks which are designed for intensive instruction. Additionally, web based programs are utilized such as Gizmos, Nutshellmath, Riverdeep, and FCAT Explorer. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastered areas. Students consistently performing below mastery will be encouraged to participate in extended learning opportunities before and after school which may include individual tutoring sessions.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs and instructional software (e.g. Jamestown Navigator, USA Today Total Reader, Reading Plus) in addition to internet instructional web sites such as FCAT Explorer and FCIMS web site will also be incorporated into planning. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastery areas. It is expected that all participants will employ resources and strategies provided at professional development workshops. Students consistently demonstrating non-mastery may be required to participate in extended learning opportunity sessions during, before, or after school and on Saturdays.

As in reading, for science and math the resources from the state adopted textbooks which are designed for intensive instruction will be utilized, along with internet instructional websites such as FCAT Explorer and Explorer Learning (Gizmos).

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance data analysis, will determine the need for professional development sessions. The teacher preference form used by staff to indicate their area of interest for the 2009-2010 school year included an inquiry on topics for professional development. The PDL will review these and determine, with the assistance of the principal, which items should be scheduled for professional development at the school site.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring in all core disciplines (class work assignments and assessment results) and observations by the classroom teacher, instructional coach, administrators, counselors, and lead teachers, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction / intervention. Students not making progress will be offered after school and Saturday extended learning opportunities, as well as assistance during the school day from push-in or pull-out service providers which can include hourly teachers. Likewise, students not achieving mastery in writing as identified by the Language Arts teachers, will be targeted for small group intervention during push-in and pullout sessions.

How will the effectiveness of the interventions be measured throughout the year?

Factors hindering implementation of a strategy (attendance, behavior) will be addressed and resolved by various stakeholders including teachers, parents, and administrators, this will be done for all core disciplines. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through the FAIR will be utilized to determine the effectiveness of supplementary instruction. Progress monitoring of writing programs will determine what is working for which students. Ineffective strategies will be replaced with other research-based best writing practices.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

South Dade Senior High School students who typically exceed mastery levels participate in the school's gifted, Advanced Placement (AP), or Pre IB program. Students also enroll in elective classes that include art or foreign language. These students are highly recommended to participate in the various subject specific honor societies, student government, or other service clubs so as to involve them in school community activities.

Describe how students are identified for enrichment strategies.

FCAT performance data, student progress in a specific course, as well as assessment results that demonstrate consistent proficiency / mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team to discuss the course of action for the high performing student. The parents are counseled on the expectations for the student in the higher level course and their continued parental involvement is elicited.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Magnet Academy Leads	Bryan Petorak	Weekly	Tuesday mornings during common planning time.	The six magnet academy leaders will discuss MSAP & SLC Grant matters, minority isolation, graduation rates, and student achievement.
Academy of Law Studies	Tanya Hanson	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.
Academy of International Business, Finance, & Technology	Albert Garcia	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.
Academy of International Education	Lourdes Haun	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.
Academy of Sports & Health Science	Mike Lawrence	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.
Academy of Visual & Performing Arts	Bryan Petorak	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.
Academy of Professional Services	Sherronni Brady	Monthly	Secondary early release days, teacher workdays, and afternoon faculty meetings.	Project-based learning and interdisciplinary activities involving the curriculum of the academy program to be determined at the opening of schools.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

South Dade Senior High School's percentages on the most recent High School Feedback Report show that our students are performing below district and state averages in all categories except Gold Seal Vocational scholars. This low performing trend caused specific programs to be initiated to address these deficiencies.

A Small Learning Communities Grant is in place to specifically combat these low percentages that will, in this next cycle, show a marked improvement in all categories from programs we have instituted proactively. South Dade Senior High School has a Small Learning Communities Grant Coordinator who works closely with the middle schools and acts as a liaison between the Curriculum Council, administration, students, faculty, parents and community. A 9th grade transition academy model is in place and coupled with a new wall-to-wall construct for learning in grades 9-11. South Dade Senior High School has Industry Certification thus improving students' success with an exit certificate qualifying them for immediate employment or further study. South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and has initiated the process necessary to become an International Baccalaureate school. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its newly established magnet academy in business and technology.

Internally, the Student Services staff is divided so that each academy has its own expert counselor, giving more personalized attention to the students and their respective career paths. Despite being a large school, this personalized attention in the smaller academies will facilitate the one-on-one interaction necessary to keep students on track.

South Dade Senior High School also has a full-time, on-site College Assistance Program (CAP) advisor who acts as a liaison between institutions of higher learning and the high school. The CAP advisor routinely meets with admissions staff, arranges school visits and conducts an informative college forum. Classroom visitations yield information sharing sessions about

everything from vocational programs to university life, financial aid, postsecondary plans, and career choices. Several workshops are given throughout the year for parents and students to meet prospective college personnel. The CAP advisor also works closely with the counseling staff to apprise them of scholarship opportunities, postsecondary school requirements and canvassing student interest. Students are able to schedule appointments with the CAP advisor and their parents but an open-door policy exists for immediate concerns.

In the Testing Department, due to the state concordant score substitution for FCAT passing scores, many more students are attempting the SAT/ACT who would not have prior to the allowed substitution, therefore, more students are experiencing success on a college level test and realizing their potential for a postsecondary education. Record numbers of students are attempting, specifically, the ACT. For earlier results, the P.S.A.T. has been offered to the 9th grade, paid for by the Florida Partnership, and the 10th grade, paid for by the State of Florida to give students more substantive feedback on their strengths and weaknesses prior to taking the SAT/ACT for college admittance and allowing for the recognition of potential prior to a decision on postsecondary work or study.

Finally, the ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9-10, 43% of students scored a level 1 on the 2009 FCAT Reading Test. In ninth grade this represents a decrease of 16% compared to 47% last year; tenth grade a decrease of 3% compared to 58% who scored level 1 in 2008.</p> <p>In grades 9-10, 32% of students scored a level 2 on the 2009 FCAT Reading Test. This represents an increase of 4% compared to 31% in ninth grade level 2 compared to last year and in tenth grade an increase of 5 % compared to 24% who scored level 2 in 2008.</p>		<p>Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery for reading on the 2010 FCAT Reading test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Conduct data chats with staff using FAIR assessment results to monitor student progress and inform instruction.	1. Principal, Language Arts Dept. Chair, Reading Coaches	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
2	2. Implement an Instructional Focus Calendar across the curriculum using reading benchmarks.	2. Principal, Language Arts Dept. Chair, Reading Coaches	2. Administration, PLC, and RtI team members will deliberate using lessons and sample student work to determine effectiveness.	2. Effectiveness will be determined through District Baseline, Interims, school-based assessments, and FAIR
3	3. Include higher-order questions in lesson.	3. Principal, Language Arts Dept. Chair, Reading Coaches	3. Lesson plans will be reviewed during classroom walkthroughs.	3. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions. Student work to monitor effectiveness.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 9-10, 29% of the students achieved mastery on the 2009 FCAT Reading Test. This represents an increase of 6% compared to 23% who achieved mastery in 2008.</p>		<p>Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery for reading on the 2010 FCAT Reading test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Reading Plus allows proficient students the opportunity to excel at their own pace while tailoring lessons on an individual level.	1. Principal, Language Arts Dept. Chair, Reading Coaches	1. Review Reading Plus data reports to ensure students are progressing.	1. Print out of Reading Plus reports on students' progress.
2	2. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	2. Principal, Language Arts Dept. Chair, Reading Coaches	2. Administration, PLC, and RtI team members will deliberate using lessons and sample student work to determine effectiveness.	2. Effectiveness will be determined through District Baseline, Interims, or school-based assessments.
3	3. Include higher-order questions in lesson plans.	3. Principal, Language Arts Dept. Chair,	3. Lesson plans will be reviewed during classroom	3. Classroom walkthrough log and focused

		Reading Coaches	walkthroughs.	walkthroughs to determine frequency of higher order questions. Student work to monitor effectiveness.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 17% of Black students showed learning gains. This represents an increase of 4% compared to 13% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the Black students will achieve mastery on the spring administration of the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In addition to the grade level strategies listed above, black students will also be provided with after-school and Saturday school tutoring opportunities.	1. Principal, Reading Coaches, Saturday School Coordinator	1. Student progress will be determined by monitoring the FCAT Explorer accounts and providing direct instruction where necessary.	1. Mini-assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 24% of Hispanic students showed learning gains. This represents an increase of 7% compared to 17% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the Hispanic students will achieve mastery on the spring administration of the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student Achievement chats will be conducted with all students following the baseline and FAIR Assessments	1. Reading Coaches, Principal	1. Administrators will review log for Student Achievement Chats during walkthroughs.	. Administrators and Reading Coaches will randomly ask students how they performed on their most recent assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 20% of Economically Disadvantaged students met Reading Proficiency. This represents an increase of 4% compared to 16% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the Economically Disadvantaged students will achieve mastery on the spring administration of the 2010 Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In addition to the grade level strategies listed above, the Economically Disadvantaged students will also be provided with enrichment opportunities via Title I tutoring afterschool and on Saturdays to further target their individual needs.	1. Principal, Reading Coaches, Saturday School Coordinator	1. Student progress will be determined by monitoring the FCAT Explorer accounts and providing direct instruction where necessary.	1. Mini-Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 14% of Students with Disabilities (SWD) met Reading proficiency. This represents an increase of 1% compared to 13% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the SWD will achieve mastery on the spring administration of the 2010 Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Lesson plans targeting the SWD student will include higher-order questioning.	1. Principal, Reading Coaches	1. Administrators will verify higher-order questioning by reviewing teacher lesson plans.	1. Mini-assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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Based on the 2009 FCAT Reading data, 43% of White students showed learning gains. This represents an increase of 2% compared to 41% who showed learning gains in 2008.		Given instruction in the Sunshine State Standards 72% or more of the White students will achieve mastery on the spring administration of the 2010 Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be using the Reading Plus Computer Program to increase fluency and comprehension.	Reading Coaches	Effectiveness of the interventions will be determined by administrators and/or reading coaches who will monitor the implementation of the Reading Plus Program through usage reports.	FAIR, interim, and bi-weekly assessment reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 0% of English Language Learners (ELL) were proficient in the Reading FCAT test. This represents a 0% increase within this subgroup as compared to 2008.		Given instruction using the Sunshine State Standards, 72% of English Language Learners (ELL) in grades 9-10 will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all ELLs. Plan differentiated instruction using evidence-based instruction/interventions within reading block.	Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) as scheduled. Percent of students making adequate progress toward benchmark is calculated.	FAIR data will be used to determine progress

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading test.	Effective use of data disaggregation in reading will be provided in order to ensure consistency in addressing needs.	Principal, Language Arts Dept. Chair, Reading Coaches	August 2009	Individual Data chats with teachers and administration	Principal, RtI Team, Reading Coaches
In grades 9-10, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading test.	Effective implementation of the Instructional Focus Calendar.	Reading Coaches	August – September 2009	Lessons Plans Classroom Visits	Principal, Reading Coaches
In grades 9-10, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading test.	FAIR (Florida Assessment for Instruction in Reading)	Reading Coaches	August 2009	Lessons Plans Classroom Visits	Principal, Reading Coaches
In grades 9-10, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading test	CRISS	On-site CRISS facilitator	August 2009- November 2009	Lessons Plans Classroom Visits	Principal, Reading Coaches

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional Focus Calendars will be used in all subject areas that will be aligned with the reading instructional focus. SAT and FCAT vocabulary will be infused throughout all subject areas thru daily Power Point's. FCAT Bell Ringers will be used in the 9th and 10th grade Physical Education classes. Social Studies teachers will be given FCAT Reading passages gathered from a variety of sources including the FCIM. Cross-curricular project-based learning will occur through the academies which will align with the reading benchmarks. Book Clubs sponsored by a cross section of teachers, staff, and administrators will be offered before, during and after school.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
EDGE Levels A, B, and C Practice Workbooks	District	\$33,856.00
		Total: \$33,856.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	Regional Center V	\$32,025.00
		Total: \$32,025.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS	Title 1, Magnet Schools, Small Learning Communities Grants	\$6,000.00
		Total: \$6,000.00
Other		
Description of Resources	Funding Source	Available Amount
3 Reading Coach Positions	Title I	\$180,000.00
Novels for school-wide literacy plan book clubs	Title 1, Magnet Schools, Small Learning Communities Grants	\$2,500.00
Student Incentive for student achievement in reading	Title 1, Magnet Schools, Small Learning Communities Grants	\$5,000.00
		Total: \$187,500.00
		Final Total: \$259,381.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fifty-seven percent of 9th grade students demonstrated proficiency on the 2009 FCAT; this is a 16% increase from the 2008 administration. Thirty-eight percent was the average amount of correct answers for 9th grade students in the Number Sense, Concepts, and Operations strands, which is a 12% decrease compared to the FCAT results of 2008.		Given instruction using the Sunshine State Standards, 74% of the 9th grade students will achieve mastery on the 2010 Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Common board configuration with SMART objectives (Specific, Measurable, Attainable, Realistic, and Timely), essential questions, date, agenda, benchmarks, and homework assignments.	1. Principal, Mathematics Chair/Math Coach	1. Focused walkthroughs and classroom visitations by administration, and curriculum council members will be used to ensure all math teachers are using common board configurations	1. Qualitative and quantitative data generated from walkthroughs.
2	2. Use Florida Continuous Improvement Model to identify students needing educational intervention, to formulate instructional calendar optimizing timelines in order to concentrate and collaborate on teaching standards, and to check and evaluate utilizing	2. Principal, Mathematics Chair/Math Coach	2. Analysis of data provided by District, review of student grouping charts frequently and ensuring groups are redesigned to target the need of students based on assessment.	2. Progress of all students on periodic assessments.

	effective assessments.			
3	3. Assist teachers with effective strategies for integrating technology in lesson plans.	3. Principal, Mathematics Chair/Math Coach	3. Mathematics Department Chairperson will assist math teachers with on-site technology strategies. Lead teachers will moderate rich technology lessons.	3. Progress of students on biweekly assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Forty-six percent of 10th grade students demonstrated proficiency on the 2009 FCAT; this is a 1% decrease from the 2008 administration. Twenty-nine percent of the 10th grade students showed proficiency in the Geometry and Spatial Sense strand, which is a 1% decrease compared to the previous FCAT results.		Given instruction using the Sunshine State Standards, 74% of the 10th grade students will demonstrate proficiency on the 2010 Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Common board configuration with SMART objectives (Specific, Measurable, Attainable, Realistic, and Timely), essential questions, date, agenda, benchmarks, and homework assignments.	1. Principal, Mathematics Chair/Math Coach	1. Focused walkthroughs and classroom visitations by administration, and curriculum council members will be used to ensure all math teachers are using common board configurations	1. Qualitative and quantitative data generated from walkthroughs.
2	2. Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra I and Geometry.	2. Principal, Mathematics Chair/Math Coach	2. Mathematics Department Chairperson will assist teachers with the creation of student learning notebooks; administration will ensure student-learning notebooks are implemented.	2. Progress of students on biweekly assessments.
3	3. Assist teachers with effective strategies for integrating technology in lesson plans.	3. Principal, Mathematics Chair/Math Coach	3. Mathematics Department Chairperson will assist math teachers with the in-site technology strategies. Lead teachers will moderate rich technology lessons.	3. Progress of students on biweekly assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sixty-four percent of the lowest quartile showed learning gains on the 2009 Math FCAT, which represents a decrease of 4% compared 68% who showed learning gains in 2008. Additionally, all subgroups except White and Black failed to meet AYP.		Given instruction using the Sunshine State Standards, 70% percent or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT and 74% of all subgroups will meet proficiency.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction / interventions within the mathematics blocks.	1. Principal, Mathematics Chair/Math Coach	1. Grade-level teams will review results of common assessment data every four weeks to determine progress toward benchmark.	1. Common assessments tied to Next Generation Math Standards administered biweekly.
2	2. Plan Supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Principal, Mathematics Chair/Math Coach	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark	2. Common assessments tied to Next Generation Math Standards administered biweekly.
3	3. Plan targeted	3. Principal, Magnet	3. Grade-level teams will	3. Common assessments

intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	Lead Teachers	review results of common assessment data bi-weekly to determine progress toward benchmark.	ted to Next Generation Math Standards administered biweekly.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 50% of the AYP Hispanic student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an 8% increase when compared to 42% percent who achieved mastery in 2008.		Given instruction in the Sunshine State Standards, 74% of students in AYP Hispanic student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide opportunity for students to use Gizmos to learn the tested benchmarks	Principal, Mathematics Coach	Coaches will review data generated from Gizmos.	Gizmos reports.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 47% of the AYP Economically Disadvantaged student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a 6% increase when compared to 41% who achieved mastery in 2008.		Given instruction in the Sunshine State Standards, 74% of students in AYP Economically Disadvantage student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In addition to the grade level strategies listed above, the Economically Disadvantaged students will also be provided with enrichment opportunities via Title I tutoring afterschool and on Saturdays to further target their individual needs.	Principal , Mathematics Coach , Saturday School Coordinator	Reports generated by Edusoft shall be used to determine students' progress as set by the District.	Baseline Benchmark Assessment and Interim Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 25% of the AYP Students with Disabilities (SWD) student sub-group achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents no change within this sub-group as compared to 2008.		Given instruction in the Sunshine State Standards, 74% of students in AYP Students with Disabilities student sub-group will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of hands-on activities to reinforce mathematics concepts.	Principal, Mathematics Coach	Performance on interims as compared to baseline assessment	Ongoing mini-assessments and data chats with students

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 23% of English Language Learners (ELL) were proficient in the Mathematics FCAT test. This no change as compared to 2008.		Given instruction using the Sunshine State Standards, 74% of English Language Learners (ELL) students in grades 9-10 will achieve mastery for mathematics on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Integrate manipulative, hands-on activities such as	Principal and Math Coach	Effectiveness will be determined through	Interim, and bi-weekly assessment reports

graphing calculators in order to collect and analyze data	observation of the use of graphing calculators during class visitations or walkthroughs.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of the 9th and 10th grade students will achieve mastery on the 2010 Math FCAT	Effective Implementation of the Instructional Focus Calendar.	Math Department Chairperson	August 2009	Modeling of lesson, classroom visits	Principal, Math Chair/Math Coach
Given instruction using the Sunshine State Standards, 74% of the 9th and 10th grade students will achieve mastery on the 2010 Math FCAT	Motivational Techniques and Effective use of Manipulatives and Hands-on Activities in the classroom.	Math Department Chairperson	August 2009	Modeling of lesson, classroom visits	Principal, Math Chair/Math Coach
Given instruction using the Sunshine State Standards, 74% of the 9th grade students will show proficiency in Number Sense on the 2010 Math FCAT.	Reinforcing Number Sense methodology across the Instructional Focus Calendar	Math Department Chairperson	September 2009	Modeling of lesson, classroom visits	Principal, Math Chair/Math Coach
Given instruction using the Sunshine State Standards, 74% of the 10th grade students will show proficiency in Geometry on the 2010 Math FCAT.	Utilization of the Geometer's Sketchpad in Algebra, Geometry, and Intensive Math.	Math Department Chairperson	October 2009	Modeling of lesson, classroom visits	Principal, Math Chair/Math Coach
Given instruction using the Sunshine State Standards, 69% percent or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT	Differentiated Instruction	Math Department Chairperson, District Supervisor	October / November 2009	Modeling of lesson, classroom visits	Principal, District Supervisor, Math Chair/Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives and Various Math supplies	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
TI-Nspire Calculators	FIU Gear-Up	\$30,000.00
Texas Instruments Navigators	FIU Gear-Up	\$30,000.00
Smart View Software	FIU Gear-Up	\$30,000.00
		Total: \$90,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary coverage for Professional Development and Professional Growth Activities	Title I, Magnet Schools, Small Learning Communities Grants Substitute Funds	\$30,000.00
		Total: \$30,000.00
Other		
Description of Resources	Funding Source	Available Amount
Mathematics Coach Position	Title I	\$60,000.00
		Total: \$60,000.00
		Final Total: \$182,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 20% of students achieved level three and above, this represents a decrease of 6% compared to 26% who achieved level three or above in 2008.		Given instruction using the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement and utilize the District Pacing Guide for Integrated Science for Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth/Space curriculum.	1. Principal and Science Chair/ Science Coach	1. Teachers will be given at the beginning of the school year a pacing guide which has been aligned with the SSS in Science for each subject area, this with a check of student work samples will be used to determine effectiveness.	1. Data from weekly mini assessments and interim assessments.
2	2. Conduct weekly-required laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grades as set by the district.	2. Science Chair/ Science Coach	2. The Science Department Chairperson will develop a schedule for teachers to follow which will allow them to conduct the essential labs which have been aligned with the SSS in each subject area, then members of the leadership team will conduct random checks on sample lab reports and journals.	2. Data from weekly mini assessments, post lab mini assessments and interim assessments.
3	3. Monitor classroom instruction through lesson plans that are aligned with the Curriculum Pacing Guide and Science Department-Benchmark Notebooks.	3. Principal and Science Chair/ Science Coach	3. Administrators and the Science Department Chairperson will conduct daily visitations to science classrooms and check that lesson plans are aligned with the SSS for science.	3. Daily class and home assignments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	1. CRISS training for new teachers	On-Site CRISS trainer	August 2009- November 2009	Review lesson plans to in order to identify CRISS strategies and how they are being implemented into curriculum.	Science Department Chairperson/Science Coach
Given instruction using the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	2. FCAT-Item specifications notebooks	Science Department Chairperson	August 2009	Periodic review of lesson plans to ensure materials in the FCAT items notebooks are being incorporated into the lesson plans.	Science Department Chairperson/Science Coach
Given instruction using the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	3. Best Practices for lab activities and inquiry-based learning during Science Department meetings	Science Department Chairperson	August 2009- February 2010	Data from post lab mini assessments as well as discussions and reflections at the departmental meetings.	Science Department Chairperson/Science Coach
Given instruction using the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	4. Differentiated Instruction	Science Department Chairperson	September 2009	Periodic review of lesson plans to ensure differentiated instruction is being implemented in daily classroom activities.	Science Department Chairperson/Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials for completion of all Essential Labs	Title I, Student Science Lab Fees	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training on alignment for Science Teachers on Next Generation Sunshine State Standards	Title I, Magnet Schools and Small Learning Communities Grants Substitute Funds	\$30,000.00
		Total: \$30,000.00
Other		
Description of Resources	Funding Source	Available Amount
Science Coach Position	Title I	\$60,000.00
		Total: \$60,000.00
Final Total: \$95,000.00		

End of Science Goal

Writing Goal

Needs Assessment:	Based on School Grade Data:
	Did the total percent proficient increase or was the percent proficient maintained?
	What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 55% of the students in 10th grade scored 4.0 or above.		Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily. The lessons will correlate with the reading benchmarks as designated by the Instructional Focus Calendar. All written assignments will be kept in a folder, notebook or computer database.	1. Principal, Language Arts Chair/Writing Coach	1. Student work will be dated and kept in a notebook and major written pieces will be kept in a classroom folder. The writing coach and/or an administrator will do periodic checks through class visits.	1. District pre-test and mid-year writing prompt in 9th and 10th grade language arts classes, as well as, monitoring of student work samples after the baseline and each subsequent interim.
2	2. Revision and peer and teacher review will be a primary focus of teaching the writing process as seen by revised drafts and assignments in the student folders and databases.	2. Principal, Language Arts Chair/Writing Coach	2. Periodic checks into a Criterion database, a web-based writing software program will determine how frequently students are writing/revising and the amount of teacher feedback that is taking place.	2. Progress between the District pre-test and mid-year writing prompt in 9th and 10th grade language arts classes. 2 Computer database. 2. Progress measured on monthly writing samples and data analyzed to measure growth.
3	3. Improve students' word choice in writing through teaching higher-level vocabulary words in all classes. School-wide power point Word of the Day slides on SAT vocabulary are sent weekly through email to all teachers and broadcast daily on school	3. Principal, Language Arts Chair/Writing Coach, Curriculum Council	3. Administration will do periodic checks of student work folders and the writing coach will conduct teacher conversations for feedback.	3. Measured improvement on teacher-scored papers with a larger proportion of students scoring a 4.0 or above on the first two interim writing tests compared to the pre-test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.	Train teachers across the curriculum on the FCAT Writing Rubric and distribution of sample prompts to be used in different subject areas.	Writing coach	August/September 2009	Teacher conversation for feedback and spot check of teacher scored papers during classroom visits.	Principal, Language Arts Chair/Writing Coach
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.	Train select 9-10th language arts teachers on the FCAT rubric through grading the pre-test and mid-year prompts by the same teachers/coaches to ensure consistency in scoring for data and to measure progress.	Reading and writing coaches	September 2009	Teacher conversation for feedback and spot check of teacher scored papers during classroom visits	Principal, Language Arts Chair/Writing Coach
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.	Select 9th and 10th grade language arts teachers to attend district sponsored writing workshops such as Six Traits.	Writing coach	September/October 2009	Teacher conversation for feedback and spot check of teacher scored papers during classroom visits	Principal, Language Arts Chair/Writing Coach
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.	Train all 9th and 10th grade language arts teachers to analyze and understand the Edusoft writing data.	Writing coach	September 2009	Teacher conversation for feedback.	Principal, Language Arts Chair/Writing Coach
Given instruction based on the Sunshine State Standards on the 2010 administration of the FCAT Writing Test, 56% of the 10th graders will achieve 4.0 and above.	Train new 10th grade language arts teachers and their students on Criterion writing software.	Writing coach	August/September 2009	Classroom visits and monitoring data and writing samples in the web-based program	Principal, Language Arts Chair/Writing Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Criterion web-based writing software program	Title I	\$10,500.00
		Total: \$10,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute coverage for five teachers to grade pre and mid-year writing tests.	Title I Substitute Funds	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Young Author's Fair – In-house writing competition; awards and prizes.	Title I	\$1,000.00
		Total: \$1,000.00
		Final Total: \$12,500.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
An analysis of the performance of AYP subgroups demonstrates that parents of students in higher performing subgroups attended parent activities with greater frequency, demonstrating one of the reasons the school needs to increase parental involvement		Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 1% in parental and community involvement as evidenced by comparing the hourly logs for the 2008-2009 and 2009-2010 school years.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide written information regarding the M-DCPS "Parent Academy" and encourage them to attend these workshops.	1. Principal, Community Involvement Specialist	1. Asses parental understanding through dialogue.	1. Qualitative data gathered through ongoing dialogue with stakeholders.
2	2. Coordinate parent workshops specifically geared for parents of FCAT Level 1 and 2, LEP, MEP, and ESE students to target the correlation between parent involvement and student achievement.	2. Principal, Lead Teachers, Community Involvement Specialist	2. Collect and review sign-in sheets.	2. Sign-in sheets.
3	3. At various back to school events, parents will be encouraged to sign Title I School/Parent Compacts, articulating for them the various services available to them through the school and committing the parent to a partnership with respect to the school's instructional objectives. South Dade Senior High School will have compacts available for each of the subgroups identified by the federal government and include the requisite language that is specific to each.	3. Principal, Lead Teachers, Community Involvement Specialist	3. Collect and review sign-in sheets.	3. Sign-in sheets.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
An analysis of the performance of AYP subgroups demonstrates that parents of students in higher performing subgroups attended parent activities with greater frequency, demonstrating one of the reasons the school needs to increase parent contact		The school will increase the number of parent contacts by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school.	1. Principal	1. Review parent telephone logs.	1. Parent attendance sign-in sheets.
2	2. Use of Connect Ed messaging system.	2. Select School Staff	2. Collect participation data.	2. Title I Administration Parental Involvement Monthly School Report.
3	3. Maintain parental telephone logs and activity reports.	3. Select School Staff	3. Tally Title I Administration Parental Involvement Monthly School Report.	3. Title I Administration Parental Involvement Monthly School Report.

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Title I in Action: A Practitioner's Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Ongoing throughout the 2009 – 2010 school year.	Effectiveness will be determined by the completion of parent surveys.	Selected school staff identified by the principal; Office of Community Service and Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
One percent of Title I Part A school-wide allocation and district parental set-aside.	Title I Part A	\$3,100.00
		Total: \$3,100.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Community Involvement Specialist	Title I	\$17,600.00
		Total: \$17,600.00
		Final Total: \$20,700.00

End of Parent Involvement Goal

Other Goals

Increase in graduation rate. Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase in graduation rate.		South Dade Senior High School intends to increase its graduation rate by 1% during the 2009 - 2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. South Dade Senior High School maintains an excellent relationship with South Dade Adult Education Center to the benefit of its student body, making it possible to offer myriad opportunities for credit recovery on campus.	1. Principal, Students Services Chairperson, Lead Teachers.	1. Membership in GED Exit Option and adult education credit recovery participation.	1. Graduation rate.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Increase in graduation rate. Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	EDGE Levels A, B, and C Practice Workbooks	District	\$33,856.00
Mathematics	Manipulatives and Various Math supplies	Title I	\$2,000.00
Writing	Criterion web-based writing software program	Title I	\$10,500.00
Science	Materials for completion of all Essential Labs	Title I, Student Science Lab Fees	\$5,000.00
Parental Involvement	One percent of Title I Part A school-wide allocation and district parental set-aside.	Title I Part A	\$3,100.00
			Total: \$54,456.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Regional Center V	\$32,025.00
Mathematics	TI-Nspire Calculators	FIU Gear-Up	\$30,000.00
Mathematics	Texas Instruments Navigators	FIU Gear-Up	\$30,000.00
Mathematics	Smart View Software	FIU Gear-Up	\$30,000.00
			Total: \$122,025.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS	Title 1, Magnet Schools, Small Learning Communities Grants	\$6,000.00
Mathematics	Temporary coverage for Professional Development and Professional Growth Activities	Title I, Magnet Schools, Small Learning Communities Grants Substitute Funds	\$30,000.00
Writing	Substitute coverage for five teachers to grade pre and mid-year writing tests.	Title I Substitute Funds	\$1,000.00
Science	Training on alignment for Science Teachers on Next Generation Sunshine State Standards	Title I, Magnet Schools and Small Learning Communities Grants Substitute Funds	\$30,000.00
			Total: \$67,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	3 Reading Coach Positions	Title I	\$180,000.00
Reading	Novels for school-wide literacy plan book clubs	Title 1, Magnet Schools, Small Learning Communities Grants	\$2,500.00
Reading	Student Incentive for student achievement in reading	Title 1, Magnet Schools, Small Learning Communities Grants	\$5,000.00
Mathematics	Mathematics Coach Position	Title I	\$60,000.00
Writing	Young Author's Fair – In-house writing competition; awards and prizes.	Title I	\$1,000.00
Science	Science Coach Position	Title I	\$60,000.00
Parental Involvement	Community Involvement Specialist	Title I	\$17,600.00
			Total: \$326,100.00
			Final Total: \$569,581.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Plus	1525
Postage for communications campaign	2000
Media Center matching funds	7500

Describe the Activities of the School Advisory Council for the Upcoming Year

After a review of the School Improvement Plan, the School Advisory Committee approves the document for posting to the state template. After changes are made to the document, the EESAC re-evaluates the document and approves the changes. The EESAC constantly monitors the allocated funds based on state funding and distributes monies for fund matching projects, individual classroom activities that support the SIP, and for school-wide efforts that assist all stakeholders in completing the objectives set forth in the SIP.

SAC Members

Members

- 1) Alicia Hidalgo , Principal
- 2) Al Garcia, SAC Chair
- 3) Danielle McIntosh , Student
- 4) Ashley Douglas , Student
- 5) Demy Figueroa , Student
- 6) Jessie Fudge , Teacher
- 7) Mara Kitchell , Teacher
- 8) Sherronni Brady , Teacher
- 9) Becky Loftus , Business Member
- 10) Lourdes Sanchez , Parent
- 11) Linda Thomas , Parent
- 12) Terry Brooks , Parent
- 13) Denise Berry , Parent
- 14) Haydee Perez , Parent
- 15) Robin Lipscomb-Speer , Parent
- 16) Robert Jones, Community Member
- 17) Rosa Vazquez , School Support Personnel
- 18) Katrina Chinni , Union Steward
- 19) Dr. David Cadaval , Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade SOUTH DADE SENIOR HIGH SCHOOL 7701												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1802 Math: 1757		2008-2009 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	98	Y	98	Y	26	N	52	N	88	87	N	47	54	Y	80	74	N	57	48	N	26	N	55	N		
WHITE	99	Y	99	Y	43	N	70	Y	92	Y	62	69	Y	59	57	N	33	30	NA	42	N	70	NA			
BLACK	99	Y	98	Y	17	N	42	N	83	84	Y	37	45	Y	87	83	N	68	58	Y	17	N	47	NA		
HISPANIC	98	Y	98	Y	24	N	50	N	87	86	N	43	51	Y	83	76	N	58	50	N	25	N	53	N		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	20	N	47	N	87	85	N	43	54	Y	84	80	N	59	53	N	21	N	51	N		
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y		N	23	N	63	49	N	19	34	Y			N	77	77	N	12	N	36	N		
STUDENTS WITH DISABILITIES	96	Y	96	Y	14	N	25	N	75	72	N	36	44	Y	87	86	N	75	75	N	13	N	26	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade SOUTH DADE SENIOR HIGH SCHOOL 7701												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1548 Math: 1515		2007-2008 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	98	Y	98	Y	20	N	43	N	85	88	Y	44	47	Y	84	80	NA	66	57	NA	25	NA	63	NA		
WHITE	99	Y	99	Y	41	N	67	Y	91	Y	60	62	Y	70	59	NA	40	33	NA	40	NA	78	NA			
BLACK	99	Y	98	Y	13	N	32	N	85	83	N	31	37	Y	89	87	NA	78	68	NA	20	NA	56	NA		
HISPANIC	98	Y	98	Y	17	N	42	N	83	87	Y	42	43	Y	85	83	NA	66	58	NA	24	NA	62	NA		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	16	N	41	N	84	87	Y	38	43	Y	86	84	NA	72	59	NA	23	NA	60	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	97	Y		N	23	N	70	63	N	18	19	Y			NA	85	77	NA	14	NA	50	NA		
STUDENTS WITH DISABILITIES	97	Y	97	Y	13	N	25	N	66	75	Y	41	36	N	87	87	NA	84	75	NA	16	NA	46	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade SOUTH DADE SENIOR HIGH SCHOOL 7701												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1567 Math: 1545		2006-2007 School Grade ¹ :		F		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	98	Y	97	Y	16	N	34	N	79	85	Y	52	44	N	81	84	NA	66	66	NA	32	NA	62	NA		
WHITE	98	Y	97	Y	30	N	60	Y	87	91	Y	67	60	N	65	70	NA	48	40	NA	41	NA	70	NA		
BLACK	98	Y	97	Y	11	N	22	N	70	85	Y	35	31	N	88	89	NA	79	78	NA	29	NA	57	NA		
HISPANIC	97	Y	96	Y	15	N	34	N	79	83	Y	51	42	N	84	85	NA	67	66	NA	31	NA	62	NA		
ASIAN		NA		NA		NA		NA						NA		NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA		NA				NA						
ECONOMICALLY DISADVANTAGED	97	Y	96	Y	14	N	28	N	75	84	Y	45	38	N	84	86	NA	72	72	NA	29	NA	59	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	96	Y		N	15	N	44	70	Y	34	18	N			NA	82	85	NA	34	NA	60	NA		
STUDENTS WITH DISABILITIES	95	Y	92	N	13	N	16	N	59	66	Y	31	41	Y	85	87	NA	78	84	NA	28	NA	52	NA		

SCHOOL GRADE DATA

Dade School District SOUTH DADE SENIOR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	29%	58%	81%	20%	188	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	40%	66%			106	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	64% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	42%	38%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					403	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH DADE SENIOR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	49%	77%	26%	175	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	41%	69%			110	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	68% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	42%	52%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					398	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH DADE SENIOR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	18%	40%	73%	16%	147	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	38%	63%			101	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	71% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	40%	47%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					366	
Percent Tested = 98%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested