FLORIDA DIFFERENTIATED ACCOUNTABILITY
PROGRAM
2008 – 2009 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 School Board
Approval**

Dr.Eric J.Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr.Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

South Dade Senior High opened in 1953 at 28401 SW 167th Avenue, Homestead, Florida. The campus
has features that speak to its uniqueness and attest to its constraints. The school is located on 60 acres in
unincorporated Miami-Dade County. Although not within the city limits of Homestead, power is received
from the city's utility. The school is located in an area that is primarily agricultural and multicultural with a
below-average socio-economic base as evidenced by its status as a Title I school. The percentage of
students at South Dade Senior High School with free/reduced lunch is 67%.
The school moved into a brand new state-of-the-art facility during April of 2008 making the 2008-2009
school year the inaugural school year for the new campus. At present, South Dade Senior High School is
the largest physical plant of the entire district, with over 410,000 square feet of instructional space. As a
result of the move, there are no portable classrooms currently in use.

Student Demographics

South Dade Senior High is a school with a rich history and a unique demographic profile. Current enrollment is approximately 2876 students in a ninth through twelfth grade configuration. The school's Special Education (SPED) enrollment is 461 students with 132 students being identified as gifted and 167 students are identified as Limited English Proficient (LEP). The diverse student population reflects that of the community and Miami-Dade County with 15% white non-Hispanic, 22% black non-Hispanic, 61% Hispanic, and 2% Asian/Indian/Multiracial. Sixteen percent are students with special needs and 6% are LEP students. The student mobility index is 34% according to our most recent data. Forty-two percent of our students are Level 1 in reading and 38% are Level 1 in mathematics. Twenty-seven percent of our students are Level 2 in reading while 30% are Level 2 in mathematics.

Unique Aspects: STRENGTHS
The past year brought increases in academic achievement in all tested content areas. There were nine percentage points gained in the number of students achieving high standards in mathematics, five percentage points gained in the number of students achieving high standards in reading, four percentage points gained in the number of students achieving high standards in writing, and ten percentage points gained in the number of students achieving high standards in science on the 2008 spring administration of the Florida Comprehensive Achievement Test. Significant learning gains were also evident in mathematics for students in the standard curriculum groups as reflected by a six percent increase and a three 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 in place in reading, writing, mathematics, and science according to item specifications that will be aligned across the curriculum in order to provide explicit and differentiated instruction to meet student needs. Small Learning Communities and the initiation of academy based programs are in place in accordance with Secondary School reform initiatives and will provide students greater opportunities to succeed.

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

Teacher Demographics
This school employs a total of 217 authorized full-time staff members. Of this group, there are five administrators, 34 SPED teachers, three teachers of Limited English Proficient students, one media specialist, one reading coach, one writing coach, one math coach, and five counselors. Their mission is supported by 20 full-time and part-time custodians, 13 full-time and part-time clerical workers, 21 full-time and part-time cafeteria workers, eleven full-time security monitors. Of the instructional staff none are new to this school, with the average length of time teaching in Florida at 12 years. Thirty-two percent of the instructional staff holds advanced degrees. Our staff is also ethnically diverse. Of the five administrators, one is black and four are Hispanic. Of our full-time staff as a whole, 52% are white non-Hispanic, 25% are black non-Hispanic, 22% are Hispanic, and 2% are Asian/American Indian. All open positions are filled by the beginning of school although sometimes not by a highly qualified teacher.

Leadership Team
Name Emp NumberAssignment 2008-2009 School Year Number of Years of Experience
Alicia Hidalgo 176837 Principal 19
Selene Gomez 215523 Assistant Principal 13
David Cadaval 226921 Assistant Principal 11
Lawrence Kennedy 161441 Assistant Principal 22
Jose Sirven 189279 Assistant Principal 18
Mario Morales 195254 Science Chair 14
Michael Valancy 079877 Language Arts Chair 28
Juan Rey 260078 Mathematics Chair 4
Tanya Hanson 144106 Social Studies Chair 22

Beatrice Henington 205675 LEP Teacher and Chair 11
James Busse 185257 Student Services Chair 33
Karen Kropp-Hernandez160790 Testing Chair 28
Gary Littlejohn 137535 Physical Education Teacher 25
Cynthia Cato 182745 Business Chair 31
Linda Townley 184404 Vocational and Fine Arts Chair 18
Frantz Haspil 202121 Foreign Language Chair 35
Annette Garcia 227189 SPED Chair 11
Janie Centeno 213448 Reading Coach 14
Rita Graham 078430 Media Specialist 37
Pat Hollinger 182282 Writing Coach 16
Mara Kitchell 121652 SLC Coordinator 19
Elizabeth Martin 102587 Reading Department Chair 33
Anna Menendez 134324 Reading Coach 25
Sherronni Brady 200397 Magnet Lead Teacher 10

Class Size/Teacher-to-Student Ratio
As of August of 2008 the average class size at South Dade Senior High School was 21.45:1 as compared to the district average of 25:1.

Attendance Rate
As a Title I school serving a migrant population of lower socio-economic status student, 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 2007-2008 school year was 92%, an increase of 1.2% percentage points from the prior year.

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

Feeder Pattern
The two largest middle schools that feed into South Dade Senior High School are Homestead Middle School and Redland Middle School. Both of these middle schools demonstrated gains during the 2008 FCAT, with Homestead Middle School rising to a B and Redland Middle School Rising to a C on the states A+ grading scale. The other two feeder middle schools were School Improvement Zone Schools; these are Leisure City K-8 which rose one letter grade to a B and Campbell Drive Middle which rose two letter grades to a C. New to the feeder pattern this past year was South Dade Middle School, one of our largest feeders which was graded a C.

Special Programs.
South Dade Senior High currently offers electives in over fifty different areas including Agricultural Science, Auto Mechanics, Science, Mathematics, Child Care, Nursing, Biomedical Technologies, Business Technologies, Social Sciences, Fine Arts, Foreign Language and JROTC. As a Title 1 school, South Dade Senior High features numerous programs catering to its diverse population. The Migrant Education Program serves the migrant student population. The Miami-Dade Community College Service Learning Program and Florida International University's Gear-Up Homestead Program provides tutors during the school day and after school for students. After-school and Saturday school tutoring is taught by faculty and through the Stay-in-School program. We have a Reading Coach and Writing Coach who work closely with teachers to support data driven instruction and model effective instructional strategies. In addition, students that scored at a Level 3 or 4 are identified and addressed through differentiated instruction. Additional in-school counselors include: Stay-in-School, Department of Juvenile Justice, SPED Transition Specialist, school psychologist, Migrant Education Program, TRUST, Career Specialist, and CAP Advisor.
Students have ample opportunities to enhance their academic skills through 19 different Advanced Placement courses and 21 honors course offerings in all core subject areas. South Dade Senior High School offers students extra-curricular academic oriented clubs and honor societies along with elective

courses that encourage students to participate and prepare for district, state, and national competitions. To be Title IX compliant, South Dade fields junior varsity and varsity teams in all major sports for boys and girls, and offers most minor sports.

School Community Relations/Partners

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

Grants

South Dade Senior High School recently won the Magnet School's Assistance Program (MSAP) grant. South Dade Senior High School was selected as one of ten schools to be included in the final Schools of Choice grant process. South Dade Senior High School has begun its first year of implementation of the MSAP grant by having all 9th and 10th grade students placed in career academies, also accepting students from outside of its attendance boundary as one of the new Schools of Choice for the district.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

South Dade Senior High School has selected John A. Ferguson Senior High School as its school match for the 2008-2009 school year. John A. Ferguson Senior High School was graded a B based on the performance of students on the 2008 FCAT. John A. Ferguson Senior High School has a similar student demographic to South Dade Senior High School and served as a model with respect to the academy structure of school organization. The Curriculum Council of South Dade Senior High School will visit John A. Ferguson Senior High School periodically throughout the year to maintain the current dialogue on best practices that has yielded a grade of B. It is the desire of South Dade Senior High School to continue the growth experienced during the 2007-2008 school year now that John A. Ferguson Senior High School has been selected as the school match.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Alicia Hidalgo, Principal
Alicia Hidalgo has been an educator for 19 years; she has a Bachelor of Arts Degree in Sociology, a Masters in Education in Guidance and Counseling, and an Educational Specialist in Guidance and Counseling. Ms. Hidalgo is certified in Educational Leadership and comes to the role of principal of South Dade Senior High School with prior principal experience at Campbell Drive Middle School, where she was appointed principal in September of 2005. Prior to working in administration Ms. Hidalgo was a school guidance counselor at the secondary level at both Miami Beach Senior High School and JFK Middle School.

Ms. Hidalgo spent nine years as an administrator prior to becoming principal and served in the capacity of assistant principal at Jose Marti Middle School, Hammocks Middle School, and her current school site, South Dade Senior High School. As the assistant principal for curriculum at Hammocks Middle School from February of 1998 to August of 2004, Ms. Hidalgo helped the school score an A on the states A+ Plan four times. South Dade Senior High School received a D grade worth 285 points in 2004, by the end of her assignment in September of 2005, South Dade was within five points of a C at 308, due in large part to her aggressive campaign of tutoring to include pull-out programs during the school day as well as other initiatives driven at increasing student achievement.

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

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

In 2000, Dr. Cadaval began to work with the Peace Works Foundation through Naranja Elementary, training students and staff on conflict resolution techniques. This experience served as the catalyst for his dissertation titled Improving Elementary Teachers' Conflict Management Skills through the Development of a Conflict Resolution Program. From here Dr. Cadaval moved to the secondary level and taught ESOL at Miami Coral Park Senior High School. Once there, he became the administrator over ESOL and twelfth grade students. Dr. Cadaval worked closely with the Student Services department to assure that seniors met all graduation requirements and with the ESOL department to ensure that Miami Coral Park was in complete program compliance as stipulated by board policy and the legislature. In October of 2005, Dr. Cadaval transitioned to South Dade Senior High School where he has assisted in the implementation of an intensive reading program, increased student attendance by approximately two percent, overseen the accreditation process through the Southern Association of Colleges and Schools, and personally supervised the Furniture, Fixtures, and Equipment budget for the opening of the replacement high school, CCC-1 to open in the spring of 2008. As Assistant Principal for Curriculum. Dr. Cadaval was part of a team which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the states A+ Plan.

Lawrence Kennedy, Assistant Principal
Mr. Kennedy has dedicated 22 years of service to students in Miami-Dade County Public Schools. He obtained his undergraduate degree in Mathematics from The University of Florida and his master's degree

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

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

Mrs. Selene E. Gomez, Assistant Principal, is currently in her fourth year as an administrator. Mrs. Gomez acquired her Bachelor of Science degree with Distinction in Specific Learning Disabilities and a Master of Science degree with honors in Educational Leadership. Mrs. Gomez was an Exceptional Student Education Teacher for seven years and an Exceptional Student Program Specialist for three years. In August 2005, she was promoted to an Assistant Principal position at Campbell Drive Middle School. As an Exceptional Student Education teacher, Mrs. Gomez was a Team Leader and Swim Team Coach. She was the recipient of the 2000 Francisco J. Walker Teacher of the Year Award. During her service as a Program Specialist she provided support to the varying exceptionalities and autistic students as well as to parents in the school. In addition, she was the school support team coordinator. She organized and conducted meetings with parents, students, teachers, counselors, outside agencies and psychologists in order to create strategies for students with academic and/or behavioral difficulties prior to referral for psychological testing. Ms. Gomez currently oversees the SPED Department.

Mr. Jose Sirven, Assistant Principal, is currently in his fifth year as an administrator. Mr. Sirven was a mathematics and computer teacher prior to becoming an administrator. Mr. Sirven brings a strong technological background to the field of educational leadership and uses technology as the backbone of all curricular initiatives. Mr. Sirven has designed software that tracks attendance trends and serves to meet student needs by identifying potential attendance problems prior to reaching the district's threshold for intervention. Mr. Sirven has overseen the successful operation of the SPED department, math, and science.

Name Degrees Certifications Years of Admin Experience
Alicia Hidalgo Ed.S., M.S., B.A. Educational Leadership 13 years
Guidance and Counseling
David Cadaval Ed.D., M.S., B.A. Elementary Education 5 years
Educational Leadership
Lawrence Kennedy B.S., M.S. Mathematics 6-12 10 years
Educational Leadership
Selene Gomez B.S., M.S. Specific Learning Disabilities K-12 4 years
Educational Leadership
Jose Sirven B.S., M.S. Mathematics 5-9 5 years
Educational Leadership

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

Alicia Hidalgo During Ms. Hidalgo's first year as principal at Campbell Drive Middle School she raised the school grade from an F to a C. As the assistant principal for curriculum at Hammocks Middle School from February of 1998 to August of 2004, Ms. Hidalgo helped the school score an A four times. South Dade

Senior High School received a D grade worth 285 points in 2004, by the end of her assignment in September of 2005 as an assistant principal, South Dade was within five points of a C at 308, due in large part to her aggressive campaign of tutoring to include pull-out programs during the school day as well as other initiatives driven at increasing student achievement. As principal at South Dade Senior High School, Ms. Hidalgo headed a team which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the state's A+ Plan.

David Cadaval As the administrator over ESOL students and twelfth graders at Miami Coral Park Senior High School, Dr. Cadaval closely monitored the academic progress of both the LEP AYP subgroup and the re-takers pending the graduation requirement. Miami Coral Park Senior High School managed to maintain its letter grade under rising mandates during his tenure. As Assistant Principal of Curriculum at South Dade Senior High School, Dr. Cadaval was part of a team which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the state's A+ Plan.

Lawrence Kennedy As the Assistant Principal of Curriculum at Richmond Heights Middle School's grade changed from a D to C. Over the span of two years the percentage of eighth graders that scored at Level 3 or above increased by 4% over the span of three years. Sixty-three percent of eighth graders made learning gains in FCAT reading; sixty-five percent of eighth graders made learning gains in mathematics. Mr. Kennedy was part of a team at South Dade Senior High School which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the state's A+ Plan.

Ms. Gomez was part of a team at South Dade Senior High School which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the state's A+ Plan.

Mr. Sirven was also a part of a team at South Dade Senior High School which raised the school's score by 32 points, removing South Dade Senior High School from the F list as it achieved a D on the state's A+ Plan.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and universities, in addition to higher education institutions across the nation. The District also utilizes alternative methods to prepare career changers and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff are supported through collaboration between Professional Development and Human Resources.

Recruitment/Retention of Highly Qualified Teachers
Miami Dade County Public Schools conducts aggressive recruitment fairs which have been attended by the administrative team of South Dade Senior High School. Additionally, we have a constant open dialogue with the Staffing Officer assigned to South Dade Senior High School. Contact is made upon hearing of the possibility of an opening at the school site. South Dade Senior High School has a large group of second year teachers currently being inducted using the district's Mentoring and Induction of New Teachers (MINT) program. Our National Board Certified teachers are at the forefront of our Project RISE efforts to increase the number of NBC teachers at South Dade Senior High School. The school currently have 16 teachers who have expressed an interest in beginning this process. All new teachers and most of the remaining annual contract teachers have been assigned a Professional Growth Team comprised in part by members selected by both the teacher and the administrative team, ensuring that there is an ongoing dialogue on best practices and opportunities for observations of effective instructional techniques. The administrative team provides substitute coverage for team members to observe the new teachers and provide clinical feedback.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

South Dade Senior High School meets all federal requirements for funding by offering a Community Involvement Specialist for assistance to parents. The school adheres to all federal mandates with respect to free/reduced lunch. South Dade Senior High School offers a wide variety of vocational courses from agricultural studies to work experience.

School Wide Improvement Model

Note: Required for Title I

The instructional strategies in the school wide improvement plan are based on the various steps of the Continuous Improvement Model. Teachers will be presented with FCAT class data and an activity will be conducted in order for teachers to identify students in the lowest 25% and the upper 25% of each of their classes. This activity allows for teachers to be familiar with the achievement levels of their students. An instructional framework has been developed to include specific strategies, materials, resources, benchmark assessments and the use of the item-specification document. Professional development activities will be planned to assist teachers in the implementation of programs with fidelity, use of effective instructional strategies and to assist them with data analysis. FCAT chats will be conducted twice during the school year for re-takers and once for students taking the test in March. Data from Benchmark Baseline Assessments and Interim Assessments will be discussed individually with teachers and members of the curriculum council. The implementation of the Regional Center FAST Action Plan will be monitored on a weekly basis by the principal, assistant principal and instructional supervisors for the regional center. EESAC will be informed on a monthly basis regarding school wide data and student progress. Students will have opportunities for tutoring after school and on Saturdays. Student Services personnel will monitor out of phase students closely and develop an individual student plan for credit recovery.

NCLB Public School Choice

Note: Required for Title I

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

Show Attached Public School Choice Notice to Parents file

Show Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

N/A

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

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

Show Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Extended learning opportunities are available after school, Monday through Thursday and on Saturday mornings. Students scoring at FCAT Level 1 and 2 are identified and will be provided with an orientation for extend learning opportunities. A contract has been designed for students and parents in order to ensure student participation. Among the research-based products used for the extended learning opportunities are GIZMOS for math and science, and Reading Plus for the students requiring remediation in reading. Student Services will work closely with South Dade Adult Education in order to facilitate credit recovery and increase the school's graduation rate. Extended Learning Opportunities are also provided for the maintenance and enrichment of proficient students.

SCHOOLS GRADED C OR BELOW

Professional Development

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

Disaggregated Data

After careful analysis of FCAT results and other district and school data, teachers were presented with the results related to their students. Teachers will receive data for all students assigned to them during the 2008-2009 school year and adjust instructional delivery strategies and address deficient areas. Instructional focus calendars were developed for reading, writing, math and science with assessments for the first nine weeks. Additionally, this data was utilized to make adjustments to the master schedule and teaching assignments. Data was a determining factor in the placement of students into particular intensive reading/ language classes and/or intensive mathematics classes. Teachers were identified respective to their teaching assignments based on the disaggregated data from previous assessments and student performance.

Informal and Formal Assessments

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

plans.

Alternative Instructional Delivery Methods

Florida International University, through a GEAR–UP federal grant has joined with South Dade Senior High to provide additional services to the incoming ninth grade cohort group and current tenth graders. As part of these services, GEAR–UP will provide tutors in mathematics, science and language arts classrooms to work with individual or small groups of students. Additionally, they will provide tutors to work with students on Sunshine State Standards in pull-out tutoring during the school day. Students will be released from elective classes up to two times per week to focus on benchmarks in tutorial sessions during crunch-time. Level 1 and 2 students will receive remediation through placement in intensive math and/or reading classes. Science will be addressed by requiring that all 11th grade students be enrolled in a science class. Additionally, the school has employed reading and writing coaches to address student needs with teachers and provide additional structure and curriculum resources to the teachers. Students will also engage in technology supported curriculum to address reading, math and science benchmarks, such as Reading Plus, GIZMOS, Riverdeep, and FCAT Explorer.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Can be found in the SIP under each goal area's "strategies."

Responsibility of Teaching Reading for Every Teacher

Can be found in the SIP under Reading goal "strategies."

Quality Professional Development for Teachers and Leaders

See Professional Development Section.

Small Learning Communities (SLC)

Can be found in the SIP under the Parental Involvement section.

Intensive Intervention in Reading and Mathematics

See strategies section for Reading and Mathematics.

Parental Access and Support

See Communications with Parents.

Applied and Integrated Courses

Teaming with academies is based on thematic units that allow students to see relationships between subjects and relevance to everyday life and their chosen course of career study.

Course Choice Based on Student Goals / Interests / Talent

Evidenced by students selecting to attend on-site magnets and career academy programs through school choice opportunities.

Master Schedules Based on Student Needs

> The master schedule is developed based on the analysis of 2008 FCAT data results that determine student academic needs and career based academies.

Academic and Career Planning

> Academic and Career planning is handled with Guidance and Career Specialist and through the ninth grade Freshman Transition course. All students will declare a major area of interest and review it annually when selecting their course for the upcoming year.

GOALS

Goal: Reading

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:	Data indicates that the percent of students meeting high standards in reading increased from 18 % to 23 %. Data also shows that the percent making learning gains in reading increased from 38 % to 41 %. Data shows that there was a decrease in students making learning gains in the lowest 25 % in reading from 47 % to 45 %. Grade 9 indicates an increase in levels 3-5 from 17 % to 22 %; tenth grade levels 3-5 showed an increase from 14 % to 17 %. Ninth grade Level 1 students improved from 51 % to 47 %; tenth Level 1 improved 64 percent to 58 %. Data indicates that our subgroups for Blacks, Hispanics, SWD, and LEP are below the state objective. Specifically, both ninth and tenth grade students need intervention in content areas of words/phrases, main idea/purpose, comparisons, and reference/research.
*Objective:	Given instruction based on the Sunshine State Standards, the number of students in grades nine and ten will increase their reading skills to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, White students will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, Black non-Hispanic students will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
	Given instruction based on the Sunshine State Standards, Students with Disabilities will increase their reading skills as evidenced by an increase to 65% meeting high standards on the 2009 administration of the FCAT Reading Test.
*Strategies:	Implement the District instructional framework for intensive reading and follow

the instructional focus calendar with item specifications. At South Dade Senior High, all ninth and tenth grade students at Level 1 or Level 2 will be placed in Intensive Reading or Reading Plus classes.

Ninth and tenth grade students that are disfluent Level 1 and Level 2 and scores 122 or less on the Florida Oral Reading Fluency Test are placed in Intensive Reading Plus classes and back to back English classes. Ninth and tenth grade students that are fluent FCAT Level 1 and Level 2 with a score of 123 words per minute (wpm) or more on the Florida Oral Reading Fluency Test are placed in Intensive Reading. Ninth and tenth grade students that are fluent FCAT Level 2 and score 123 words per minute (wpm) or more on the Florida Oral Reading Fluency Test were placed in a homogeneously grouped English class.

Staff development on data desegregation in reading will be provided in order to ensure consistency in addressing the needs of individual students and by implementing assessments and reviewing pertinent data.

Identify students scoring Level 3 or higher that teachers address the progress of these students through assessments in order to maintain or improve the number of students achieving high standards. Extended learning opportunities are available for learners of all levels. The program used (Reading Plus) allows proficient students the opportunity to excel at their own pace while tailoring lessons on an individual basis.

Provide Home Language Assistance (HLAP) services to Level 1-4 LEP students in content areas utilizing the ELLIS computer lab. Additionally, tutoring for LEP students will be available four days per week, after school for all LEP levels, with native language tutors available to assist with everything from homework to specific FCAT benchmarks identified by the ESOL language arts teachers as requiring additional support.

South Dade Senior High will administer the Baseline Benchmark and Interim Assessment as required by the District and their timelines. If directed the Florida Oral Reading Fluency will be administered.

Implement the Accelerated Reader program with all ninth and tenth grade students through language arts classes.

As a Title I school South Dade Senior High will have Reading/Writing Coaches who will work collaboratively with the reading, language arts, along with all departments.

Provide opportunity for teachers to form Professional Learning Communities (PLC) to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained PLC coach.

*Evaluation:	Baseline and Interim Assessments using Edusoft will assist teachers in data driven instruction. The 2009 FCAT Reading Test will serve as the summative evaluation. Progress monitoring will occur throughout the year utilizing teacher generated and research based programs assessments.
*Evidence-based Program(s):	Prentice Hall Language Arts books, Hampton Brown Edge, Jamestown Reading Navigator, SIPPS, Writer's Choice, Elements of Literature and USA Today Reading Program, CRISS, DAR and or FORF assessments.
*Professional Development:	All teachers will be provided professional development as needed to support reading strategies, such as CRISS, Reading Plus, and computer based programs. All teachers will receive training on the implementation of the new reading adoption; Edge, Jamestown Reading Navigator, and the USA Today Reading Program. All teachers will receive professional development as determined by the reading coach and assistant principal of curriculum. Professional Development will be offered in the areas of Professional Learning Communities and Differentiated Instruction.

Budget:

Evidence-based Program(s)/Material(s)

Available

Description of Resources	Funding Source	Available Amount
Jamestown Navigator	District - program and/or materials on hand, no additional cost required.	$0.00
Hampton Edge	District - program and/or materials on hand, no additional cost required.	$0.00
USA Today Reading	District - program and/or materials on hand, no additional cost required.	$0.00
		Total: $0.00

Technology

Description of Resources	Funding Source	Available Amount
Reading Plus 3/08-3/09	Title 1	$1,525.00
		Total: $1,525.00

Professional Development

Description of Resources	Funding Source	Available Amount
Just Read Florida	- program and/or materials on hand, no additional cost required.	$0.00
Conference(coaches)	Title 1	$300.00
Edge/Jamestown/USA Today	Title 1	$2,800.00
		Total: $3,100.00

Other

Description of Resources	Funding Source	Available Amount
Reading Coach	Title 1	$61,450.00
		Total: $61,450.00
		Final Total: $66,075.00

*Non-Highly Qualified Instructors:

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

Vivian Menenses
Suzanne J. Allen
Latrice Benbow

The Center for Professional Learning offers courses continuously to help teachers become highly qualified. Additionally, the Professional Liaison frequently informs the staff of professional development activities available through the Professional Development portal on the district website, these activities are offered in a variety of locations throughout the district and still others are offered online with an independent study component built in making them very accessible. The Out of Filed Report is checked frequently to update the status of staff.

*End of **Reading** Goal*

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:

The number of students in grade nine scoring at Level 3 or above is equivalent to 41 percent. Students in grade ten scoring at Level 3 or above is equivalent to 47 percent. Sixty-nine percent of the lowest 25% of students made learning gains. Fifty-nine percent of students at Level 1 or Level 2 in ninth grade and fifty-three percent at Level 1 or Level 2 in tenth grade clearly indicates a need to target a larger audience for ancillary instructional activities such as pullout tutoring or before/after school tutoring so that the required 68% of our students can reach a Level 3 on the 2009 FCAT Mathematics Examination. Some of these activities will be tailored to those who are at Level 3 or above so that gains from Level 3 to Level 4 and Level 4 to Level 5 may also be made.

Aside from the White population, all subgroups performed below the Level 3 threshold. Marked improvements are needed among all subgroups which include Students With Disabilities, Limited English Proficient, Blacks, Economically Disadvantaged Students, and Hispanics whom only achieved 16%, 15%, 22%, 28%, and 34% respectively out of last year's 56% requirement for scoring above grade level. This offers evidence of a need to further educate teachers regarding specific learning styles of various students through differentiated teaching.

Current cluster scores in mathematics indicate that ninth grade students are most deficient in Measurement, Geometry, Algebraic Thinking, and Data Analysis clusters with respective percentages of correct answers of 43%, 45%, 40%, and 38%. For tenth graders, the data indicates that the students were most deficient in the Measurement, Geometry, Algebraic Thinking, and Data Analysis clusters with respective percentages of 30%, 36%, 36%, and 36%. In addition, there is sufficient evidence that as students move from ninth grade to tenth grade, significant losses were made in the Measurement and Algebraic Thinking strands. In ninth grade, students scored 43% while in tenth grade they scored 30% for Measurement. In the Algebraic Thinking strand, ninth graders scored 40% while in tenth grade they scored 36%. This data indicates that Measurement and Algebraic thinking skills need to be reviewed in depth in the geometry classes.

*Objective:

Given instruction based on the Sunshine State Standards (SSS), the number of students in grades nine and ten will increase their mathematics skills as evidenced by an increase to 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Black non-Hispanic students will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), English Language Learners will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities subgroup will increase their mathematics skills as evidenced by 68% meeting high standards on the 2009 administration of the FCAT Mathematics Test.

*Strategies:

Implement the South Regional Center instructional framework for Algebra I and Geometry following the instructional focus calendar with item specifications.

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

Utilize GIZMOS as a supplemental teaching tool to reinforce mathematical concepts as outlined by the SSS.

Utilize Illuminations, FCAT Explorer, Riverdeep, and Village2 as additional online resources to reinforce Mathematical concepts and skills as well as to provide diverse, additional, and motivating remediation support.

Utilize performance-based activities incorporating the use of manipulatives supplied by textbook publishers, problem-solving, critical thinking, communication skills, and technology to improve critical thinking skills.

Utilize The Learning Series and Edusoft to analyze data in order to monitor student progress within the five strands in the mathematics: number sense, measurement, geometry, algebraic thinking and data analysis.

Monitor the collection of data for mathematics benchmarks in the Mathematics classes.

Math proficiency was not met for the following subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficient, and Student with Disabilities. For these groups, the Progress Report will detail reflections made on the data and how the school intends to address the needs of these specific students.

Provide opportunity for teachers to form Professional Learning Communities (PLC) to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained PLC coach.

*Evaluation:	Teachers will produce assessments using the Learning Series and Edusoft to assist them with the data driven instruction.
*Evidence-based Program(s):	Researched based programs such as state adopted series published by McDougal Littell and EM Power Mathematics are used to facilitate instruction and ensure student progress by correlating the series with the SSS.
*Professional Development:	SSS Item Specifications, Student Performance Indicators (SPI), Implementing Technology in the classroom (calculator use), Data Driven Instruction, Edusoft GIZMOS, and Content Area training for SPED teachers. Professional Development will be offered in the areas of Professional Learning Communities and Differentiated Instruction.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Program and/or materials on hand, no additional cost required.		$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

*Non-Highly Qualified Instructors:	There are no teachers in the math department that are not highly-qualified.

*End of **Mathematics** Goal*

Goal: Writing

*Needs Assessment:	Data from the 2008 FCAT Writing assessment indicates that 77% of tenth grade students at South Dade Senior High School met high standards in writing by scoring 3.5 or above – a four percent increase over 2007 for standard curriculum groups. However, for all curriculum groups, the percentage of students scoring 3.5 or above increased by seven points over 2007. For the first time, students were only tested on a persuasive prompt. Writing scores have increased by seven points since the 2005-06 year.
*Objective:	Given instruction using Sunshine State Standards, 84 percent of students in grade 10 will score 3.5 or higher as documented by scores on the 2009 FCAT Writing Test. In addition, a greater number of students' writing skills will improve to be college-ready as documented by higher scores on 2009 Advanced Placement exams compared to 2008 results.
*Strategies:	Develop writing prompts and activities for teachers to use across the curriculum and schedule at least one FCAT style writing prompt in 9th and 10th grade language arts classes per month and one FCAT style prompt across the curriculum quarterly.
	Utilize vocabulary building strategies and grammar reinforcement activities such as word walls, school-wide word of the day and graphic organizers in all grades to enhance writing skills.
	Require evidence of student writing in a variety of curricular areas to reinforce to students the importance and relevance of writing.
	Establish a writer's fair for all grade levels including a competition and presentation.
	Utilize the state mandated FCAT Writes rubric to instruct students in self and peer editing in order to create awareness on the requirements expected for each rubric component.
	Provide opportunity for teachers to form Professional Learning Communities (PLC) to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained PLC coach.
*Evaluation:	The 2009 FCAT Writing Test and College Board Advanced Placement tests will serve as the summative evaluations. Progress monitoring will occur throughout the year utilizing interim and teacher-made assessments.
*Evidence-based Program(s):	Writer's Choice textbook (Glencoe); Write Traits, Wordly Wise, Criterion web-based technology; College Board Advanced Placement preparation materials and Elements of Literature, (Holt, Rinehart, Winston)
*Professional Development:	Writing Strategies across the Curriculum Holistic Scoring FCAT Writing, Writing Workshop with Victor Malo and CRISS training.
	All new teachers will be provided professional development as needed to support the writing strategies, such as vocabulary enrichment and the use of rubrics in scoring student writing samples and using technology.
	All teachers will receive coaching from the Writing Coach and will receive professional development as determined by the Writing Coach and assistant principal for curriculum. Addressing the areas of weakness for each of the content areas on South Dade Senior High School, the administration will offer opportunities to build capacity in writing in the following areas: 1. Analyze student performance indicators to determine opportunities for improvement. 2. Examine student performance data to develop instructional strategies that address opportunities for improvement through research-based and supplementary programs that will be used in the reading classes such as Reading Plus, Riverdeep, and teacher-developed assessments. 3. Examine student performance data to determine learning gains and adjust strategies appropriately to increase achievement.

4. Apply innovative instructional methodologies that utilize student performance data to enhance learning.

5. Apply appropriate strategies and methodology that adapt instructional materials to students' achievement level.

6. Develop skills in analyzing and assessing student performance data to improve instructional approaches to differentiated instruction.

7. Examine the principles of differentiating instruction through research and modeling.

8. Create multiple learning paths so that students of different abilities, interests or learning needs experience appropriate ways to achieve learning gains.

9. Utilize Exam View and Edusoft in creating assessments based on instructional focus calendars and applied benchmarks.

10. Establish writing strategies across the curriculum to improve writing skills.

11. Professional Development will be offered in the areas of Professional Learning Communities and Differentiated Instruction.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Write Traits	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writer's Choice	Title I - program and/or materials on hand, no additional cost required.	$0.00
Wordly Wise	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writer's Choice	Title I - program and/or materials on hand, no additional cost required.	$0.00
Elements of Literature	Title I - program and/or materials on hand, no additional cost required.	$0.00
		Total: $0.00

Technology

Description of Resources	Funding Source	Available Amount
Criterion	Title I	$6,150.00
		Total: $6,150.00

Professional Development

Description of Resources	Funding Source	Available Amount
Workshop with Victor Malo	Title I	$1,000.00
CRISS Training	Title I	$5,941.00
		Total: $6,941.00

Other

Description of Resources	Funding Source	Available Amount
Writing Coach	Title I	$47,000.00
		Total: $47,000.00
		Final Total: $60,091.00

*End of **Writing** Goal*

Goal: Science

*Note: Required for Title I
Scroll down for school data*

Needs Assessment: Data from the 2008 FCAT in Science indicates that 26% of 11th graders scored

Level 3 or higher. That is a 10% increase from 2007 scores. The 2008 FCAT Science content scores increased significantly in the Physical / Chemical and Life / Environmental content clusters. The 2008 scores remained the same in the Earth / Space and Scientific Thinking content clusters. The 2008 Science content clusters scores indicate a need to train teachers in instructional strategies that will promote discovery learning and hands-on activities to improve student performance in all four areas.

*Objective:	Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eleven will increase by ten percentage points on the 2009 Science Test as compared to the 2008 administration of the FCAT Science Test.
*Strategies:	Implement and utilize the District Pacing Guide for Integrated Science for Physical Science and Scientific Thinking benchmarks throughout the Biology and Earth/Space curriculum.
	Conduct weekly required laboratory hands-on activities using inquiry-based thinking skills for all science classes in all grades as set by the District.
	Monitor classroom instruction through lesson plans that are aligned with the Curriculum Pacing Guide and Science Department-Benchmark Notebooks.
	Create a selection of guided reading materials and writing strategies specific to the content area that will strengthen student performance on short and extended response FCAT questions.
	Increase the use of scientific processes and critical thinking skills through group projects, post lab assignments.
	Develop a notebook which contains all of the annually assessed Science benchmarks, all of the benchmarks specific to each of the four content areas found on the Science FCAT, a curriculum guide for each subject, and a checklist to allow teachers to document their coverage of each benchmark throughout the school year (Glencoe Science Series).
	Implement classroom activities and project-based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry based science approach which employs all of the elements of the scientific method for further development of science process skills.
	Provide opportunity for teachers to form Professional Learning Communities (PLC) to improve their professional practice by learning from one another through engaging in a structured conversation that is guided by a trained PLC coach.
*Evaluation:	This objective will be evaluated by the scores on the 2009 Science FCAT. Progress will be monitored throughout the school year utilizing interim assessments and other teacher-made assessments.
*Evidence-based Program(s):	The Science department will utilize Glencoe's Earth Science, Chemistry, and Physical Science textbooks, all of which are correlated to the Sunshine State Standards for Science (grades 9-12). The Prentice Hall textbooks, used for Biology are also correlated to the Sunshine State Standards. Supplementary FCAT workbooks and diagnostic tests from both of these publishers also address all of the science benchmarks.
*Professional Development:	CRISS training for new teachers, FCAT-Item specifications notebooks, Best Practices for lab activities and inquiry based learning during Science Department meetings, Region and District support people will assist in the selection and implementation of Science FCAT Preparation/Practice Tests.
	Professional Development will be offered in the areas of Professional Learning Communities and Differentiated Instruction.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	**Funding Source**	**Available**

Description of Resources	Funding Source	Amount
Program and/or materials on hand, no additional cost required.		$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

*Non-Highly Qualified Instructors:	Base on the current HR list, the following teachers are not Highly Qualified:

Elizabeth D. Guerrero

The Center for Professional Learning offers courses continuously to help teacher become highly qualified. Additionally, the Professional Development Liaison frequently informs staff of professional development activities available through the Professional Development portal on the district website, these activities are offered in a variety of locations throughout the district and still others are offered online with an independent study component built in making them very accessible. The Out of Field Report is checked frequently to update the status of staff. |

*End of **Science** Goal*

Goal: Parental Involvement

*Note: Required for Title I

*Needs Assessment:	In reviewing the most recent data available from the parent component of the School Climate Survey, nearly half of all parents indicate they have never attended a school activity, while only ten percent state that they have been to four or more activities. Many parents of South Dade Senior High School students are unfamiliar with the school system and state examination, promotion, and graduation requirements. Furthermore, parents may be employed in more than one job, supporting large families, or have limited spare time to attend to their children's academic and social activities. The school needs to offer programs and opportunities to assist parents in supporting their children's academic endeavors. In order to increase parental involvement, the school will offer an increased number of opportunities for parents to be involved in the academic progress of their children immediately before or after sports events.
*Objective:	Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.
*Strategies:	Conduct a Parent Teacher Student Association drive to increase parent participation in school-wide activities.

Provide written information regarding the M¬DCPS "Parent Academy" and |

encourage them to attend these workshops.

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

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

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

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

*Evaluation:	Workshop attendance rosters, the school's volunteer database, increased PTSA membership from the previous year.
*Evidence-based Program(s):	National Standards for Parent Involvement http://www.pta.org/parentinvolvement/standards/index.asp. Bureau of School Improvement "Ride the Wave to Success in the Classroom: Strategies that Enhance Parent and Family Involvement" http://osi.fsu.edu/waveseries/waves6.pdf
*Professional Development:	District and school sponsored parent / faculty workshops in the areas of FCAT, graduation requirements, EESAC, and use of technology to improve student learning.

*Objective:	It is a documented fact that for students to succeed parents/guardians must be involved. To that end, the school will increase parent/guardian participation in all facets of student life. Coupled with increased community involvement, parents/guardians will become an integral part of the success of the school environment. We will increase said involvement by five percentage points as evidenced by attendance at school functions, membership in the PTSA, and contact logs. Furthermore, to attract those parents who don't speak English, a concerted effort to be sensitive to their needs will be paramount.
*Strategies:	Conduct ongoing PTSA drives for membership. Expand the school website to enhance the parent portal. Offer Parent Academy classes for our LEP population. Facilitate workshops for parents to inform them of topics of interest such as Testing, Gradebook Viewer, Post Secondary Planning and College Admission Graduation requirements and scholarships. Extend invitations for direct participation in student lives via Connect Ed, community organizations, emails and our website. Advertise and promote the expanded Parent Resource Center in 1135 who will in turn reciprocate and be direct liaisons to the community and parents.
*Evaluation:	Attendance rosters for all documented events, PTSA membership rosters, Booster Clubs rosters, joint school/community events rosters and workshop rosters.
*Evidence-based Program(s):	National Standards for Parent Involvement http://www.pta.org/parentinvolvement/standards/index.asp Bureau of School Improvement "Ride the Wave to Success in the Classroom: Strategies that Enhance Parent and Family Involvement" http://osi.fsu.edu/waveseries/waves6.pdf
*Professional Development:	District and school sponsored parent/faculty workshops in the areas of FCAT, graduation requirements, EESAC, and the use of technology to improve student learning.

Budget:

Evidence-based Program(s)/Material(s)

Available

Description of Resources	Funding Source	Available Amount
National Standards for Parent Involvement	N/A - program and/or materials on hand, no additional cost required.	$0.00
		Total: $0.00

Technology

Description of Resources	Funding Source	Available Amount
Parent Portal	District - program and/or materials on hand, no additional cost required.	$0.00
		Total: $0.00

Professional Development

Description of Resources	Funding Source	Available Amount
Bilingual Parent Academy Workshops	District - program and/or materials on hand, no additional cost required.	$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: $17,600.00

*End of **Parental Involvement** Goal*

Goal: Return on Investment

Needs Assessment:	The most recent data supplied from the Florida Department of Education indicates that South Dade Senior High School ranked in the forty-fifth percentile on the State's Return on Investment Index.
Objective:	South Dade Senior High School's Return on Investment (ROI) percentile ranking will increase by at least one percentage point.
Strategies:	Become more informed about the use of financial resources in relation to school programs. Collaborate with the district on resource allocation. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. Consider shared use of facilities, partnering with community agencies.
Evaluation:	On the next State of Florida ROI index publication, South Dade Senior High School will show progress toward reaching the forty-sixth percentile.

*End of **Return on Investment** Goal*

ADDITIONAL GOALS

Additional Goal: South Dade Senior High School intends to increase its graduation rate from 69% to 70% during the 2009 commencement season. 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. This combined with the active Attendance Review Committee make up the bulk of the school's dropout prevention efforts.

Needs Assessment:

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 **South Dade Senior High School intends to increase its graduation rate from 69% to 70% during the 2009 commencement season. 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. This combined with the active Attendance Review Committee make up the bulk of the school's dropout prevention efforts.** Goal*

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Jamestown Navigator	District - program and/or materials on hand, no additional cost required.	$0.00
Reading	Hampton Edge	District - program and/or materials on hand, no additional cost required.	$0.00
Reading	USA Today Reading	District - program and/or materials on hand, no additional cost required.	$0.00
	Program and/or materials on		

Goal	Description of Resources	Funding Source	Available Amount
Mathematics	hand, no additional cost required.		$0.00
Writing	Write Traits	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writing	Writer's Choice	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writing	Wordly Wise	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writing	Writer's Choice	Title I - program and/or materials on hand, no additional cost required.	$0.00
Writing	Elements of Literature	Title I - program and/or materials on hand, no additional cost required.	$0.00
Science	Program and/or materials on hand, no additional cost required.		$0.00
Parental Involvement	National Standards for Parent Involvement	N/A - program and/or materials on hand, no additional cost required.	$0.00

Total: $0.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus 3/08-3/09	Title 1	$1,525.00
Writing	Criterion	Title I	$6,150.00
Parental Involvement	Parent Portal	District - program and/or materials on hand, no additional cost required.	$0.00

Total: $7,675.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Just Read Florida	- program and/or materials on hand, no additional cost required.	$0.00
Reading	Conference(coaches)	Title 1	$300.00
Reading	Edge/Jamestown/USA Today	Title 1	$2,800.00
Writing	Workshop with Victor Malo	Title I	$1,000.00
Writing	CRISS Training	Title I	$5,941.00
Parental Involvement	Bilingual Parent Academy Workshops	District - program and/or materials on hand, no additional cost required.	$0.00

Total: $10,041.00

Other

Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Title 1	$61,450.00
Writing	Writing Coach	Title I	$47,000.00
Parental Involvement	Community Involvement Specialist	Title I	$17,600.00

Total: $126,050.00

Final Total: $143,766.00

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, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

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 SAC re-evaluates the documents and approves the changes. The SAC 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) Juan Carlos Rey,   Teacher

10) Barbara Oliver,   Teacher

11) Becky Loftus,   Business Member

12) Lourdes Sanchez,   Parent

13) Linda Thomas,   Parent

14) Terry Brooks,   Parent

15) Denise Berry,   Parent

16) Haydee Perez,   Parent

17) Robin Lipscomb-Speer,   Parent

18) Lucy Santamaria,   Community Member

19) Rosa Vazquez,   School Support Personnel

20) Robert Jones,   School Support Personnel

21) Katrina Chinni,   Union Steward

22) Dr. David Cadaval,   Assistant Principal

IMPLEMENTATION EVALUATION

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

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5

	Reading Baseline	Mathematics	Writing Baseline	Science Baseline	Baseline

	Baseline Data		Baseline Data		Baseline Data		Baseline Data		Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	21	79	2	98	73	27	0	0	0	0
Name of Assessment Used	Baseline Benchmark Assessment		Baseline Benchmark Assessment		District Writing Pre-test					

FCAT Assessed Grade Level: 10										

	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	10	90	1	99	38	63	0	0	0	0
Name of Assessment Used	Baseline Benchmark Assessment		Baseline Benchmark Assessment		District Writing Pre-test					

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	2	98	0	100	0	0	3	97	0	0
Name of Assessment Used	Baseline Benchmark Assessment		Baseline Benchmark Assessment				Baseline Benchmark Assessment			

Baseline data aggregated at school level

Subgroup(s) not making AYP	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery	% mastery	%Non-mastery
9th Grade Black	13	87	1	99						
9th Grade Hispanic	18	82	2	98						
9th Grade Econ Disad	15	85	2	98						
9th Grade SPED	35	65	3	97						
9th Grade White	38	62	99	1						
10th Grade Hispanic	8	92	1	99						
10th Grade Econ Disad	6	94	1	99						
10th Grade SPED	2	98		100						
10th Grade Black	6	94		100						
10th Grade White	19	81	1	99						
11th Grade Black	2	98		100				100		
11th Grade Hispanic	1	99		100			3	97		
11th Grade Econ Disad	1	99		100			1	99		
11th Grade SPED		100		100			2	98		
11th Grade		100		100			5	95		

						5	95	
White	100	100				5	95	

*End of **Baseline Data Report***

AYP DATA

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 the 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%	Y/N	Math Tested 95%	Y/N	58% scoring at/above Reading?	Y/N	62% scoring at/above Math?	Y/N	Improved Writing		Y/N	Increased Grad Rate[3]		Y/N	% below Reading		Safe Harbor Reading	% below Math		Safe Harbor Math	% on track reading	Growth model reading	% on track 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
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			NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		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 the 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%	Y/N	Math Tested 95%	Y/N	51% scoring at/above Reading?	Y/N	56% scoring at/above Math?	Y/N	Improved Writing		Y/N	Increased Grad Rate[3]		Y/N	% below Reading		Safe Harbor Reading	% below Math		Safe Harbor Math	% on track reading	Growth model reading	% on track 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
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	50	71	NA	31		NA			NA		NA		NA
AMERICAN INDIAN		NA		NA		NA		NA			NA	25	50	NA	50		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

2005-2006 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 the number of students in each group.**)	**Read: 1570 Math: 1543**	2005-2006 School Grade[1]:	D	Did the School make Adequate Yearly Progress? [5]	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]).		

Group	Reading Tested 95% of the students? 2006	Y/N	Math Tested 95% of the students? 2006	Y/N	44% scoring at or above grade level in Reading? 2006	Y/N	50% scoring at or above grade level in Math? 2006	Y/N	Improved performance in Writing by 1%? 2005	2006	Y/N	Increased Graduation Rate[3] by 1%? 2004	2005	Y/N	Percent of Students below grade level in Reading 2005	2006	Safe Harbor Reading Y/N	Percent of Students below grade level in Math 2005	2006	Safe Harbor Math Y/N
TOTAL[4]	96	Y	95	Y	19	N	34	N	83	79	N	49	52	Y	81	81	NA	65	66	NA
WHITE	97	Y	96	Y	35	N	52	Y	90	87	NA	60	67	NA	63	65	NA	40	48	NA
BLACK	95	Y	94	N	12	N	21	N	76	70	NA	33	35	NA	92	88	NA	85	79	NA
HISPANIC	96	Y	96	Y	16	N	33	N	81	79	NA	48	51	NA	84	84	NA	68	67	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	16	N	28	N	81	75	NA	45	45	NA	87	84	NA	73	72	NA
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		N	18	N	60	44	NA	34	34	NA			NA	86	82	NA
STUDENTS WITH DISABILITIES	93	N	92	N	15	N	22	N	57	59	NA	35	31	NA	92	85	NA	89	78	NA

SCHOOL GRADE DATA

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: • 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: • 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

Dade School District
SOUTH DADE SENIOR HIGH SCHOOL
2005-2006

	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	20%	38%	70%	128	**Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	44%	60%		104	3 ways to make gains: • 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?	53% (YES)			53	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				285	
Percent Tested = 95%					Percent of eligible students tested
School Grade				**D**	Grade based on total points, adequate progress, and % of students tested