
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7055 - Young Women's Preparatory Academy

FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Maria Mason

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Young Women's Preparatory Academy

The Young Women's Preparatory Academy (YWPA) was created as a result of a joint effort between the Miami-Dade County Public School system and the City of Miami. Each wanting to ensure that Miami-Dade County Public middle schools and high schools deliver a world class education that will assure our students graduate ready for college and the careers of a global economy. The YWPA strongly believes that by offering students and their parents more choices that parallel their individual interests and aspirations, it will help ensure their academic success. Additionally, the YWPA was purposely designed to be a small learning environment to allow the students to connect more readily to the school as individuals. The YWPA is the first single gender public school in Miami-Dade County. It offers a specialized curriculum tailored to create an independent, self-assured, competent, and successful young woman. As a member of the Secondary School Reform Plan, the school's ideological foundation is based on six core principles: a personalized learning environment; advanced academic engagement; empowered educators; accountable leaders; engagement of the community; and an integration of high standards, curriculum, instruction, assessments, and supports. Under the auspices of the Miami-Dade County Public Schools' Division of Schools of Choice, the YWPA recruits its students from across Miami-Dade County. The leadership team as reflected through the Educational Excellence School Advisory Committee (EESAC) has identified the YWPA's top priorities for the 2006-2007 academic school year: improved performance in all areas of the FCAT; increased levels of parental involvement; full utilization of technological resources and innovations; expanded safety and security measures; and increased performance on tests of physical fitness.

Given instruction based on the Sunshine State Standards, students will improve their reading skills on the 2007 FCAT Reading Assessment by seventy-two percent scoring at Achievement Level 3 or higher in grades six through nine as compared to the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students will improve their mathematics skills on the 2007 FCAT Mathematics Assessment by three percent or sixty-four percent scoring at achievement Level 3 or higher in grades six through nine as compared to the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade eight achieving a 4.0 or higher in writing will increase by one percentage point on the 2007 FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students will improve their science skills on the 2007 FCAT Science Assessment by seventy percent scoring at achievement Level 3 or higher in grade eight as compared to the 2006 FCAT Science Assessment.

Given the integral role parent communication plays in school-wide instructional motivation and success, there will be a three percent increase in parent communication and parents attending school meetings as evidenced by attendance rosters from the 2006-2007 academic school year as compared to rosters from the initial orientation meetings occurring during the Summer of 2006.

Given a school-wide emphasis on maintaining a safe learning environment and monitoring preventative measures as related to student discipline, teacher referrals to student services pertaining to improper conduct will decrease by three referrals in May 2007 as compared to five referrals in August and September 2006.

Given the implementation of the District's One-to-One Initiative, all faculty will demonstrate competency in the use of technology by completing two professional development activities/projects focused on technology-related curriculum instruction during the 2006-2007 school year.

Given a school-wide emphasis on health and physical fitness and the implementation of the FITNESSGRAM program, seventy-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment.

Given a school-wide emphasis on a liberal arts infused curriculum, fifty percent of students enrolled in liberal arts courses will enter in at least one local, state, or national competition.

Given instruction based on the Sunshine State Standards and investment on advanced technological equipment, students in bubble groups at all levels will increase their scores by three percent in science and math on the 2007 FCAT assessment.

The 2006-2007 Organizational Performance Improvement Snapshot (OPIS) assessment results will be used to develop and monitor employee satisfaction. The OPIS results indicate eighty percent of all faculty and staff completed the survey. Eighty-one percent of responses were in agreement (4.0 or above). In the categories section, Strategic Planning scored the lowest with an average of 4.0, while Measurement, Analysis, and Knowledge Management, Customer and Market Focus, and Leadership tied as the highest. In the items section, school-site financial dissemination of information and receipt of information to know how the school-site is doing scored the lowest, with an average of 3.4 while knowing the institution's mission scored the highest. As a result, the leadership team will work to build stronger communication with the faculty and staff in the area of financial disclosure and strategic planning.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Young Women's Preparatory Academy

VISION

The vision of the Young Women's Preparatory Academy is to nurture, empower, and educate girls during a fundamental time in their lives. We strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we work toward a more equitable world.

MISSION

The Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students will gain access to local and world-wide resources. At all levels of a sequential and high-achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests, and exploring various approaches to learning. We strive to provide a framework for our girls to gain self-confidence, leadership skills, and a sense of responsibility.

CORE VALUES

We honor our motto, "credo, fio, praeo": believe, become, lead and create an atmosphere conducive to its existence.

Excellence

We engage in liberal arts as a means to encourage higher order thinking skills.

We teach bilingualism to enhance cognitive skills and exposure.

We foster a passion for learning and the pursuit of academic inquiry and accomplishment which will empower our girls to be the leaders of tomorrow.

Integrity

We promote a curriculum respectful of diversity which will prepare our girls to face an ever-changing globally connected world.

Equity

We strive to be a united and supportive staff to provide an atmosphere conducive to learning.

We make college an attainable goal for all students through an advanced and diverse curriculum.

Citizenship

We provide a safe and supportive learning environment which fosters each student's emotional, cognitive, artistic, and self development.

School Demographics

The Young Women's Preparatory Academy is the first single gender public school in Miami-Dade County. It is also an advanced academics college preparatory themed school. The YWPA was designed to serve grades six through twelve with a maximum capacity of four hundred fifty students. It currently serves one hundred thirty-two young ladies ranging from grades six through nine. Grades ten through twelve will be phased in on a yearly basis. The physical structure is a retro-fitted three-story concrete building constructed in 1956. Its modern architecture was designed to combine the old with the new and mirrors the vision the YWPA has set for its students: a traditional curriculum infused yet symbiotic with contemporary applications and practice. The YWPA is located within the City of Miami on a main thoroughfare, in a neighborhood whose composition is mainly Hispanic but rapidly changing due to urban renewal. It is both residential and commercial. However, as a member of the Miami-Dade County Public Schools Division of Schools of Choice, the YWPA recruits its students from all areas of the District. Its student population reflects Miami's diverse cultural and racial population. The racial composition of the student body is forty-two percent African American, forty-nine percent Hispanic, eight percent White and one percent Other. Fourteen percent of students are gifted, two percent of students are ESOL, and two percent of students are ESE. Sixty-seven percent of our students participate in the free or reduced lunch program. Approximately sixty-seven percent of the students are transported through a combination of Miami-Dade County public transportation systems, including the Metrorail and M-DCPS school busses. While the YWPA provides a new and highly technological environment, it is our program and individuality that draws our students. Our core curriculum is comprised of honors, advanced, and Advanced Placement courses as well as grade level specific liberal arts electives.

The Young Women's Preparatory Academy's greatest challenge is construction. Construction is occurring simultaneously with instruction. The Academy opened its doors in August 2006 with approximately fifty percent of its full room utilization. Additionally, research has shown females learn differently from males in math and science instruction. Sixty-five percent of incoming six and ninth graders scored Levels 1 and 2 in the 2006 Science FCAT Assessment as compared to thirty-five percent scoring Levels 1 and 2 in the 2006 Reading FCAT Assessment. The Young Women's Preparatory Academy is implementing the Continuous Improvement Model through the disaggregation of 2006 FCAT Reading, Mathematics, Science, and Writing score data and strand information. We are also using Mazes to determine oral fluency in Intensive Reading students at appropriate grade levels. Pre and post Florida Writing and Writing Plus assessments are being administered as well as district assessments in the core content areas. A curricular focus calendar is being created on a monthly basis to align curriculum to need and ensure sequential order. Our gifted and liberal arts classes are supplementing instruction and promoting higher order thinking skills to address intermediate and advanced levels.

A unique feature of the YWPA is the one-to-one technology initiative. Through this initiative, students are provided with a personal laptop to use for research and educational advancement. Using technology as an instructional tool will enhance student learning and educational outcomes. Past research suggests that compared to their non-laptop owning counterparts, students in classrooms that provide all students with their own laptops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers. Research has also shown that these students direct their own learning, report a greater reliance on active learning strategies, readily engage in problem solving and critical thinking, and consistently show deeper and more flexible uses of technology. Students will be provided with a laptop and multi-media device. These items will be used in combination to create podcast projects and store portfolio work, among other things.

Student-to-teacher ratios are well below the limits set forth by the State of Florida's Class Size Amendment. One-hundred percent of the instructional staff is certified. There are eight beginning teachers. The administration has created a beginning teacher induction program whereby beginning teachers and administrators meet once every three weeks to discuss a range of topics. Presentations are made and ideas are shared. Beginning teachers will also be assisted through their Professional Growth Teams as required by the PACES evaluation system. Two teachers have two to three years of teaching experience, and eight teachers have

more than three years of teaching experience. Of the twenty-four faculty members, one has a Doctoral degree, six have Specialist's degrees, and seven have Master's degrees. Their ethnic composition is as follows: five African American, thirteen Hispanic, and seven White. A fusion of extraordinary staff, district, regional, and parental support will enable the YWPA to shape our girls into tomorrow's leaders.

School Foundation

Leadership:

According to the fall 2006 results of the Organizational Performance Improvement Survey, perceptions of school leadership are strong. Faculty and staff rated knowledge of the school's mission the highest level of all items in all categories. They overwhelmingly agree values are clear and are used to guide leadership while they would like to be asked what they think more often.

District Strategic Planning Alignment:

According to the fall 2006 results of the Organizational Performance Improvement Survey, this category ranked the lowest overall by the faculty and staff. The greatest need for improvement was perceived to be uncertainty in determining the amount of progress made by the employee in relation to his/her part of the school plan.

Stakeholder Engagement:

According to the fall 2006 results of the Organizational Performance Improvement Survey, the faculty and staff "agreed" and "strongly agreed" their customers are highly satisfied. They believe they know who their customers are and strive to keep in contact with them. This category is crucial in the effective instruction and holistic approach to learning. The faculty and staff should solicit more input from customer's on their level of satisfaction.

Faculty & Staff:

According to the fall 2006 results of the Organizational Performance Improvement Survey, the faculty and staff strongly agree the people they work with are cooperative team players. They believe the school site is free from harm, and their supervisors encourage them to advance their careers. "I can make changes that will improve my work" scored the lowest with a 4.2.

Data/Information/Knowledge Management:

According to the fall 2006 results of the Organizational Performance Improvement Survey, perceptions of measurement of data, analysis, and knowledge management scored the highest in the category grouping. Faculty and staff perceive themselves to be able to measure and analyze the quality of their work, modify it when needed, and use these results to drive their instruction. At the same time, they believe more information is needed to know how the work location is doing.

Education Design:

According to the fall 2006 results of the Organizational Performance Improvement Survey, faculty and staff strongly agree the school is run with a high degree of ethics and standards. At the same time, they believe they are uninformed as to the school- site's fiscal state and would like the school site to effectively move barriers that get in the way of the school's progress.

Performance Results:

According to the fall 2006 results of the Organizational Performance Improvement Survey, the management of processes is satisfactory. Although this category received an average of a 4.2, the perception of individual items needs improvement. The greatest need for improvement is the need to obtain all of the resources employees need to do their job.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will improve their reading comprehension and fluency skills in order to achieve high levels in reading and be well prepared for an advanced curriculum at the middle and high school levels.

Needs Assessment

Scores indicate sixty-nine percent of students in grades six through nine met high standards on the 2006 FCAT Reading Assessment. Fifty-two percent of ninth graders, twenty-four percent of eighth graders, twenty-nine percent of seventh graders, and twenty-seven percent of sixth graders performed at Levels 1 and 2 on the 2006 FCAT Reading Assessment. Data suggest the need for an intensive reading course in order to further develop and increase reading comprehension.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their reading skills on the 2007 FCAT Reading Assessment by seventy-two percent scoring at Achievement Level 3 or higher in grades six through nine as compared to the 2006 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the implementation of the Comprehensive Research-Based Reading Plan.	Regional Administration, Principal, Assistant Principal, Test Chair, Language Arts/Reading Teachers.	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Administer the Writing+ pre-test and post-test assessments to all students in grades six through nine to measure growth and identify strands needing improvement.	Principal, Assistant Principal, Language Arts/Reading Teachers	09/07/2006	4/13/2007	Continuous Improvement Model	\$0.00
Identify and enroll students who did not meet high standards on the 2006 FCAT Reading Assessment in intensive reading classes.	Principal, Assistant Principal, Lead Teacher	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Administer and analyze the results of the Maze Assessment to all students in grades six through nine who did not meet high standards on the 2006 FCAT Reading Assessment	Principal, Assistant Principal, Test Chair, Intensive Reading Teachers	09/11/2006	09/22/2006	District-wide literacy plan	\$0.00
Identify FCAT Reading Assessment Levels 4 and 5 students and address their needs using an established, advanced, and rigorous curriculum.	Principal, Assistant Principal, Lead Teacher, All Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Analyze the Progress Monitoring Plan to identify and tailor instruction to individual students' strengths and weaknesses.	Principal, Assistant Principal, Lead Teacher, All Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide and monitor the implementation of the Language Arts/Reading Curriculum Pacing guide by aligning the instructional focus calendar to it.	Principal, Assistant Principal, Lead Teacher, Language Arts/Reading Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use differentiated instruction and intervention in the classroom to address the needs of all students.	Principal, Assistant Principal, All Teachers.	08/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- Prentice Hall Copper, Gold, Silver Literature Textbook series
- Timeless Voices Reading Series
- Sourcebooks
- Scholastic XL

Professional Development

To assist in the achievement of the Reading objective, the following professional development activities will be used: in-house learning communities; district-sponsored workshops on the use of differentiated and small group instruction in the classroom; Edusoft training, language arts/reading departmental meetings; in-house gender research studies on brain activity; district-sponsored Gifted teacher training; Mazes administration training; ESOL/ESE strategies; and in-house instructional workshop on using content-area materials to create FCAT short and extended reading prompts.

Evaluation

Scores on the 2007 FCAT Reading Assessment will be the final determinant of objective success. However, district interim assessments will be used to drive instruction and monitor the alignment of lesson plans to Sunshine State Standards.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will achieve high levels in mathematics and be well prepared for an advanced curriculum at the middle and high school levels using traditional and computer-based instruction through the One:One Technology initiative.

Needs Assessment

Scores indicate sixty-one percent of students in grades six through nine met high standards on the 2006 FCAT Mathematics Assessment. However, grades eight and nine show the highest percentage of Levels 1 and 2 students at forty-four and fifty two percent, respectively. Students in grades eight and nine scored an average of forty-four percent in the algebraic thinking cluster and a forty-two percent in the geometry, and spatial sense cluster.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their mathematics skills on the 2007 FCAT Mathematics Assessment by three percent or sixty-four percent scoring at achievement Level 3 or higher in grades six through nine as compared to the 2006 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and enroll students who did not meet high standard on the 2006 FCAT Mathematics Assessment in intensive reading classes.	Principal, Assistant Principal, Lead Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use single gender research study findings in mathematics to tailor instruction.	Principal, Assistant Principal, Lead Teacher, Student Services	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use differentiated instruction and intervention in the classroom to address the needs of all students.	Principal, Assistant Principal, All Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Geometer's Sketchpad, a Dynamic Power visualization computer program, to enable interactive and continuous manipulation of mathematical objects.	Principal, Assistant Principal, Mathematics Teachers	10/03/2006	05/30/2007	District Strategic Plan	\$2000.00
Provide and monitor the implementation of the Mathematics Curriculum Pacing guide by aligning the instructional focus calendar to it.	Principal, Assistant Principal, Lead Teacher, Math Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate technology through the use of individual student laptops provided through the One-to-One Technology Initiative to reinforce state benchmarks.	Principal, Assistant Principal, Computer Specialist, Mathematics Teachers	10/03/2006	05/30/2007	District Strategic Plan	\$100000.00
Analyze the Progress Monitoring Plan to identify and tailor instruction to individual students' strengths and weaknesses.	Principal, Assistant Principal, Lead Teacher, All Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Algebra 1 and 2 textbooks by Carnegie Learning
- Geometer's Sketch Pad Dynamic Geometry Software for Exploring Mathematics.
- FCAT Explorer
- Math Wings

Professional Development

To assist in the achievement of the mathematics objective, the following professional development activities will be used: in-house learning communities; district-sponsored workshops on the use of differentiated and small group instruction in the classroom; Edusoft training; mathematics department meetings; Advanced Placement training; and in-house gender research studies on the brain.

Evaluation

Scores on the 2007 FCAT Mathematics assessment will be the final determinant of objective success. However, district-sponsored interim assessments and technology programs will be used to drive instruction and monitor the alignment of lesson plans to Sunshine State Standards.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will improve their writing skills in order to be well prepared for an advanced curriculum at the middle and high school levels.

Needs Assessment

Analysis of the 2006 FCAT Writing Plus Assessment scores indicate eighty-eight percent of students in grades six through nine met high standards in the 2006 FCAT Writing Plus Assessment.

The FCAT Writing Plus pre-test demonstrated our students need increased improvement in expository prompt writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight achieving a 4.0 or higher in writing will increase by one percentage point on the 2007 FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure student participation in school-wide, local, state, and federal writing contests.	Principal, Assistant Principal, Lead Teacher Student Services All Teachers	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Teach peer editing techniques and rubric use to improve students self-assessment and evaluation skills.	Principal, Assistant Principal, All Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Administer the FCAT Writing Plus pre-test and post-test assessment to all students in grades six through nine to identify strands needing improvement and measure growth.	Principal, Assistant Principal, Language Arts/Reading Teachers	09/07/2006	04/13/2007	Continuous Improvement Model	\$0.00
Require writing across the curriculum that focuses on writing essentials.	Principal, Assistant Principal, Lead Teacher, All Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Promote critical thinking and writing skills through liberal arts classes that focus on spatial senses, drama, speech and debate, art, chorus, and gifted.	Principal, Assistant Principal, Liberal Arts Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Prentice Hall Grammar, Writing, and Literature Language Arts
- Prentice Hall CD-ROM Writing skills program

Professional Development

To assist in the achievement of the writing objective, the following professional development activities will be used: in-house FCAT writing rubric workshops on expository and persuasive essay writing; district-sponsored Gifted teacher training; and an in-house instructional workshop on using content area materials to create FCAT Writing Plus prompts.

Evaluation

Scores on the 2007 FCAT Writing Plus assessment will be the final determinant of objective success. However, district and school- sponsored pre and post tests will be used to monitor success and growth.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will achieve high levels in science and be well prepared for an advanced curriculum.

Needs Assessment

Scores indicate sixty-five percent of sixth and ninth graders scored at achievement Levels 1 and 2 on the 2006 FCAT Science Assessment. This level of achievement is highly disproportionate as compared to the number of Levels 1 and 2 students in reading and mathematics.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills on the 2007 FCAT Science Assessment by seventy percent scoring at achievement Level 3 or higher in grade eight as compared to the 2006 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule all eighth and ninth grade students into either earth/space science or biology.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Participate in the Fairchild Tropical Garden Challenge for middle and high schools.	Principal, Assistant Principal, Science Teachers, Student Services	10/03/2006	04/20/2007	Community Partnerships	\$0.00
Provide and monitor the implementation of the Science Curriculum Pacing Guide by aligning it to the instructional focus calendar.	Principal, Assistant Principal, Lead Teacher, Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer school-wide interim assessments in grade eight to assess the proficiency levels on Sunshine State Standards benchmarks.	Principal, Assistant Principal, Test Chair, Science Teachers	10/03/2006	04/20/2007	Continuous Improvement Model	\$0.00
Supplement instruction through the use of advanced scientific equipment in lab demonstrations in grades six through nine.	Principal, Assistant Principal, Science Teachers	10/03/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Glencoe-McGraw Hill Comprehensive Science textbooks
- Holt Rinehart & Winston : Earth Space Science Honors textbook
- Prentice Hall Biology Honors Textbooks
- Fischer Science Education Manipulatives and Equipment

Professional Development

To assist in the achievement of the science objective, selected teachers will attend the Fairchild Tropical Garden Orientation meeting, attend district sponsored workshops on the use of differentiated instruction to address the needs of all students, Edusoft training, Snapshot Training, and Advanced Placement strategies.

Evaluation

Scores on the 2007 FCAT Science assessment will be the final determinant of objective success. However, school-sponsored science interim assessments and technology programs will drive the instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Through school-parent collaboration and volunteer activities, the school will provide opportunities for parents to be involved in the academic achievement of their child.

Needs Assessment

An analysis of the data from the beginning school year parent orientation meeting and the 2006 Open House indicates that an average of forty-six percent of eight grade parents and fifty-four percent of ninth grade parents are attending meetings. This percentage demonstrates lower parental involvement in these grades.

Measurable Objective

Given the integral role parent communication plays in school-wide instructional motivation and success, there will be a three percent increase in parent communication and parents attending school meetings as evidenced by attendance rosters from the 2006-2007 academic school year as compared to rosters from the initial orientation meetings occurring during the Summer of 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent orientation meetings for all incoming students.	Principal, Assistant Principal, Lead Teacher	7/10/2006	9/20/2006	District Strategic Plan	\$0.00
Conduct monthly PTSA meetings to keep parents apprised of current and upcoming events.	Principal, Assistant Principal, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Connect-Ed and written communication to relay important school information for parents.	Principal, Assistant Principal,	9/20/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a Parent Resource Fair where parents gather essential information.	Principal, Assistant Principal, Lead Teacher	8/14/2006	9/20/2006	District Strategic Plan	\$0.00
Create, maintain, and distribute a monthly calendar of events for parents.	Principal, Assistant Principal, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with an annual testing calendar identifying all district and state assessments.	Principal, Assistant Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor Student Services strategies to assist with academic achievement, psychological balance, and emotional stability.	Principal, Assistant Principal, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Sponsor biannual Open Houses in the fall and winter.	Principal, Assistant Principal, Lead Teacher, Clerical Personnel	09/13/2006	01/23/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program.

Professional Development

To assist in the achievement of this objective, Student Services Department and the Lead Teacher will participate in professional development to provide effective utilization of district and national parent services and information.

Evaluation

This objective will be evaluated through the comparison of attendance rosters from all school-sponsored activities.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

All stakeholders will be held accountable to the policies and procedures set forth by the M-DCPS and the Young Women's Preparatory Academy to provide a safe learning environment.

Needs Assessment

An analysis of data collected from teacher referrals to student services and administration during August and September 2006 indicates a need for an established discipline plan that adheres to the M-DCPS Code of Student Conduct addressing the school's individual needs. Progressive discipline combined with intervention is necessary to assist the Young Women's Preparatory Academy in accomplishing its goal of creating independent tempered leaders.

Measurable Objective

Given a school-wide emphasis on maintaining a safe learning environment and monitoring preventative measures as related to student discipline, teacher referrals to student services pertaining to improper conduct will decrease by three referrals in May 2007 as compared to five referrals in August and September 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Present anti-bullying and positive self-esteem seminars to students.	Principal, Assistant Principal, Recapturing the Vision Teacher Student Services	08/14/2006	04/27/2007	Mentoring Opportunities	\$0.00
Provide students with the M-DCPS Code of Student Conduct.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a school-wide procedures committee in order to create school-wide policies for students.	Principal, Assistant Principal, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct grade level orientation assemblies to address student behavioral standards and curricular expectations.	Principal, Assistant Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a Student/Parent Handbook highlighting all school policies, procedures and expectations for each student.	Principal, Assistant Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

To assist in the achievement of this objective, monthly collaborative meetings on school-wide procedures will be held, the Recapturing the Vision teacher will be trained, Critical Incident Response Team meetings will be conducted, and any other necessary in-services related to promoting and maintaining a safe learning environment on an as needed basis will be provided.

Evaluation

This objective will be evaluated through a compilation of Climate Survey results and weekly Student Case Management referral submissions.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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GOAL 7 STATEMENT:

Provide access to and teach the advanced competency of modern technology to all students according to the One-to-One Initiative in order to prepare students with the necessary skills needed to gain entrance to a college program and compete in the workforce.

Needs Assessment

In implementing the objective set forth by the One-to-One Technology Initiative, students must be taught proper computer ethics, internet copyright and infringement laws. Faculty and staff technological and multi-media proficiency levels must be determined and bridged. Construction issues have delayed the access to technology in many areas of the school site.

Measurable Objective

Given the implementation of the District's One-to-One Initiative, all faculty will demonstrate competency in the use of technology by completing two professional development activities/projects focused on technology-related curriculum instruction during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use technology in the implementation of differentiated instruction across the curriculum.	Principal, Assistant Principal, All Teachers	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Teach advanced curriculum through technology.	Principal, Assistant Principal, All Teachers	10/03/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct research based projects in all subject areas.	Principal, Assistant Principal, All Teachers	10/03/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate the use of visual and audio mediums and/or multisensory mediums to tune cognitive skills.	Principal, Assistant Principal, Computer Specialist, All Teachers	10/03/2006	05/30/2007	Continuous Improvement Model	\$0.00
Instruct students on proper computer etiquette and ethics to maintain the program with fidelity.	Principal, Assistant Principal, Computer Specialist, All Teachers	08/14/2006	05/30/2007	Communities of Practice	\$0.00
Provide a laptop and multi-media tool for every student as stipulated in the One-to-One initiative.	Principal, Assistant Principal, Computer Specialist	10/03/2006	05/30/2007	School-to-Career	\$0.00

Research-Based Programs

None

Professional Development

To assist in the achievement of this objective, in-house trainings based on stakeholder need will be scheduled.

Evaluation

This objective will be evaluated through an in-house end of the year survey administered to students and teachers, as well as the monitoring of lesson plans, and completion of student-based projects.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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GOAL 8 STATEMENT:

Nurture the emotional and physical well-being of our students by providing a curriculum that addresses these needs.

Needs Assessment

Sixth grade students are the only grade to take physical and health education. Sixth and ninth graders also take part in the Recapturing the Vision curriculum that fosters emotional and physical growth. The students have shown great enthusiasm with this course. However, seventh and eighth graders are left without this medium of self-expression. The school has a state of the art fitness center but it is temporarily being used for other purposes. But, at every grade level, the curriculum provides a liberal arts course we believe nurtures the students health and emotional well-being by providing an outlet for expression.

Measurable Objective

Given a school-wide emphasis on health and physical fitness and the implementation of the FITNESSGRAM program, seventy-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Introduce yoga basics to sixth grade students in physical education.	Physical Education Teacher	10/03/2006	05/30/2007	Expanding arts opportunities	\$0.00
Provide a fitness center accessible to students in grades six through nine.	Principal, Assistant Principal	10/03/2006	05/30/2007	District Strategic Plan	\$0.00
Provide supplemental presentations by female leaders from the community, government, and business arenas who focus on exercise as part of a holistic approach to academic success.	Principal, Assistant Principal, Career Specialist	09/24/2006	05/30/2007	Mentoring Opportunities	\$0.00
Emphasize relationships between physical fitness and health in enhancing mental acuity through and achieving academic success.	Principal, Assistant Principal, Physical Education Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

To assist in the achievement of the health and physical fitness objective and given the small number of students in the school, teachers will monitor the students individual well-being and receive training from the Student Services department in referral techniques and warning signs of emotional and physical instability. The Recapturing the Vision teacher will receive training from the foundation sponsoring the course.

Evaluation

This objective will be evaluated through the number of students in grades six through nine using the fitness center and the number of students attaining a passing score on the FITNESSGRAM test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Attain mastery in informational use and alternate forms of expression to become well-rounded productive lifelong learners able to compete in college programs and the marketplace.

Needs Assessment

An analysis of proficiency levels in Spanish has shown students to be at all levels. Therefore, differentiated instruction must be used in Spanish classes to address the needs of all students. The liberal arts teachers are highly qualified in their artistic disciplines and not only teach but participate in their vocation during their personal time.

Measurable Objective

Given a school-wide emphasis on a liberal arts infused curriculum, fifty percent of students enrolled in liberal arts courses will enter in at least one local, state, or national competition.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create clubs geared towards extending learning opportunities of offered courses.	Principal, Assistant Principal, All Teachers	10/03/2006	05/30/2007	Expanding arts opportunities	\$0.00
Provide teachers and students with rubrics, discipline specific standards, and other standards as set forth by professional organizations.	Principal, Assistant Principal, Elective/Special Area Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Use technology and multi-media to supplement instruction and create presentations and project based learning.	Principal, Assistant Principal, Computer Specialist, Elective/Special Area Teacher	10/03/2006	05/30/2007	District Strategic Plan	\$0.00
Active participation in local cultural affairs through the assistance of events, including the Miami Performing Arts Center Grand Opening.	Principal, Assistant Principal, All Teachers	09/20/2006	05/30/2007	Community Partnerships	\$0.00
Active participation in local cultural affairs through the assistance of events, including the Carnival Performing Arts Center's grand opening.	Principal, Assistant Principal, All Teachers	09/20/2006	05/30/2007	Community Partnerships	\$0.00
Require all students in grades six through nine to enroll in Spanish courses and provide them with a curriculum tailored to their proficiency level.	Principal, Assistant Principal, Spanish Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Holt Rhinehart and Winston Spanish textbooks

Professional Development

To assist in the achievement of the special area objective, training in Recapturing the Vision curriculum is necessary as are differentiated curriculum instructional techniques. Creating a professional learning environment where the arts are promoted through staff participation in activities, competitions, and presentations will further support the essential role of liberal arts in enhancing critical thinking skills and student exposure through a diverse curriculum.

Evaluation

This objective will be evaluated using the number of competitions the students participated in, the number of off campus cultural and/or bilingual events attended, and student academic grades and 2007 FCAT Assessment scores in all areas.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

The school will efficiently utilize its funds to maximize the curriculum and promote student achievement.

Needs Assessment

Major funding has been provided to implement the One-to-One Technology Initiative to improve student achievement and workforce preparation. In implementing the return on investment objective, it is necessary for instructional staff to be knowledgeable in the implementation of curriculum through technology. Therefore, training will be provided. Additionally, thirty-one percent of six through ninth graders scored a Level 1 or 2 on the 2006 FCAT Reading Assessment, thirty-nine percent of six through ninth graders scored a Level 1 and 2 on the 2006 FCAT Mathematics Assessment, sixty four percent of sixth and ninth graders scored a Level 1 or 2 on the 2006 FCAT Science Assessment, and twelve percent scored a 3.0 or below on the 2006 FCAT Writing Plus Assessment.

Measurable Objective

Given instruction based on the Sunshine State Standards and investment on advanced technological equipment, students in bubble groups at all levels will increase their scores by three percent in science and math on the 2007 FCAT assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Prepare an annual expenditures budget and monitor all fiscal accounts.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reduce class size in all subjects.	Principal, Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify and enroll all Levels 1 and 2 students in Intensive Reading and Mathematics classes.	Principal, Assistant Principal, Lead Teacher	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Recommend and approve the 2006-2007 School Improvement Plan.	Principal, Assistant Principal, EESAC members	09/20/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

To assist in the achievement of the return on investment objective, the principal will attend budget conferences.

Evaluation

Scores on the 2007 FCAT Assessments will be used as the final determinant of objective success. However, close supervision of lesson plans and PACES evaluations combined with quarterly fiscal assessments will help ensure maximum return on investment.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 11 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

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

Budget:

The EESAC will review the 2006-2007 SIP, analyze the current budget, and conduct and inventory the fiscal support necessary to carry out the goals of the SIP.

Training:

EESAC will review and make recommendations pertinent to the professional development needs of the faculty and staff in order to attain the goals as stipulated in the SIP in an upcoming meeting.

Instructional Materials:

EESAC will assess and review which additional instructional materials are necessary to be successful in implementing the instructional goals of the SIP.

Technology:

EESAC members will assess the school's current technological state and make recommendations to improve the quality of instruction through the use of technology.

Staffing:

EESAC will review the staffing needs as necessary.

Student Support Services:

EESAC will review the needs of the Student Services department.

Other Matters of Resource Allocation:

EESAC will review, identify, and assess which additional resources require allocation in order to accomplish the goals as stipulated in the SIP.

Benchmarking:

EESAC will review the current state of our students' assessment scores and determine which benchmarks need additional support of and allocation of resources in order to improve.

School Safety & Discipline:

EEASAC will analyze the school's current safety and discipline issues and make recommendations in order to establish and maintain a plan aligned to the SIP's goals.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$102,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$102,000.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent