
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8119 - The 500 Role Model Academy of Excellence

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Samuel Johnson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

The 500 Role Model Academy of Excellence

The stakeholders of the 500 Role Model Academy of Excellence (hence forth referred to as FRMA) have identified a need to enhance data/information/knowledgement management. Although there was a significant improvement in the academic performance of the student population, there is still much work to be done. An intense focus will be placed on training new teachers and re-training veteran teachers in SPI, edusoft and item specifications.

Given instruction using the Sunshine State Standards, students in grades six-nine will increase their reading skill as evidenced by 51 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards students in grades six through nine will increase their math skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the Florida Comprehensive Assessment Test(FACT) for mathematics.

Given instruction using the Sunshine State Standards, students in grade eight will improve their Writing skills as evidenced by a 1 percent increase in the percentage of students scoring 4.0 or higher on the 2007 FCAT Writing test.

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in Science skills as evidenced by 27 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Given the need to increase parental involvement in the effort to improve learning, parental involvement will be increased by five percent in the 2006-2007 school year as compared to the 2005-2006 school year, as evidenced by an increase in signatures on sign-in sheets for school and community events.

Given the need to improve student discipline and safety in the effort to improve learning, the number of student incidents will decrease as evidenced by a 5 percent decrease in overall total student outdoor suspension days as compared from the 2005-2006 school year (866) to the 2006-2007 school year.

Given the need to improve the use of technology in the effort to improve learning, the number of faculty members that utilize computers during the school day will increase by 50 percent.

Given the need to improve student health and physical fitness in the effort to improve learning, the number of opportunities for students to participate in Health and physical fitness activities and presentations will be increased by 50 percent for the 2006-2007 school year as compared to the 2005-2006 school year.

Given the need to improve student awareness of entrepreneurial and career opportunities, the number of field trips related to career education will increase by 50 percent.

The 500 Role Model Academy will improve its ranking on the Return on Investment Index for the 2006-2007 publication.

The stakeholders further recognize that even though the faculty and staff of the FRMA is a cohesive unit, there is still much work to be done as it relates to following the team concept of the district. Additional staff development will be identified for the purpose of enhancing the overall operation of grade level teams.

According to the results of the 2006 OPIS the two lowest scores were in the areas of strategic planning and Process Management at an average score of 3.9 out of a possible 5.0.

Greater effort will be focused on strategic planning meetings that include stakeholders from all facets, teachers, students, parents and community. The EESAC and PTA will be utilized to accomplish this goal.

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.

The 500 Role Model Academy of Excellence

VISION

The vision of the 500 Role Model Academy is to provide a positive nurturing learning environment that will assist academic, social, emotional and personal growth of the students enabling them to become responsible citizens and life-long learners in the 21st Century. This involves the school, along with parents, business, and community citizens. At FRMA, we believe that "It takes a village to raise a child."

MISSION

The faculty, staff, and administration of the 500 Role Model Academy of Excellence are united for the purpose of creating a safe, nurturing, learning environment while equipping the students with the educational, vocational, and social skills needed to become productive members of society and to attain life and career goals.

CORE VALUES

Citizenship

We strive to prepare each and every student for life as and adult by instilling an appreciation for democratic principles, good citizenship and morality.

Excellence

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

Integrity

We demand the highest level of honesty, respect, and compassion from all stakeholders of the FRMA.

School Demographics

The 500 Role Model Academy of Excellence (FRMA) was established in 1999 on seven acres of land. It is located near Liberty City in a neighborhood that is made up of a mixture of commercial and residential properties. The school provides educational services to students in grades six through eight. FRMA is unique in that it functions as an early intervention program designed to divert youth away from criminal activities and towards a life of positive academic goals while operating as a small alternative education center. Students are referred to our school from the Department of Juvenile Justice due to truancy, to felonious behavior or because they are adjudicated wards of the court. They are also referred by Miami-Dade County Public Schools, various social organizations, Switch Board of Miami, and concerned parents. One of the challenges that FRMA faces is motivating students to change behavior that would enable them to become academically competent students.

The building was specifically designed to assist in these behavioral changes. For example, it is possible to stand at the west gate of the school and look down the entire length of the school to the east gate in order to immediately "see" if any behavior problems are occurring. In addition, all doors from the classrooms open out onto the courtyard so students have only one way to exit, spilling out to a supervised area. Cameras are located in strategic areas in the facility and feed into TV monitors located in the main office. Other positive aspects of the facility include the basketball courts and a large field available to students for physical activity during P.E. classes. A negative aspect of the facility is its air conditioning system. The system sometimes malfunctions leaving one or both sides of the building without air conditioning for weeks at a time. This is a serious problem when dealing with students with behavioral problems, as rooms get very warm and ignites the tempers of students. The principal has been proactively attempting to resolve these physical challenges at the school by contacting the Regional Center, district personnel, and maintenance particularly in resolving the air conditioning problems.

At FRMA, we are committed to high expectations for our students and firmly believe that every child can and will learn. To assist the students in learning, the staff at FRMA has implemented a behavior modification program based on a point system with weekly awards being given to the "weekly strivers" who accumulate the prescribed number of weekly points. Several grants have been implemented at the school such as the "Let's Get Wet" grant, an interdisciplinary grant of language arts, science, and art. We read about Florida ocean life, wrote about it, took ocean life field trips and painted an ocean life mural on the school wall. Another grant that was coordinated through the Social Studies Department was "Speak out for Teen Court Mock Trials". All of these grants served to motivate the students and accelerate their interest in these subjects.

In addition, FRMA adopted "norms" that are directly related towards building character education. Staff to facilitate the student's emotional, psychological and academic development created these norms. These "norms" were codified with the acronym "Three B's": 1-Be an academic scholar. 2-Be respectful of self, others, property. 3-Be a positive citizen and role model. The behavior modification system FRMA employs and evaluates students' participation and acceptance with the school norms. Students are assessed every class period as it relates to whether or not the 3 B's are practiced by students. Students who meet certain standards are recognized as weekly strivers. Points and other reinforcement are granted to students who are involved with behavior modification system. As a result of these norms, we expect positive and courteous behavior directed towards self and others. Thus, we anticipated students developing positive self-esteem and self-empowerment

The current enrollment at the school is approximately 155 students. Based on the most recent data, the school student population is 84% Black, 15% Hispanic, and 1% White. Most of our students are transported to and from school by Miami-Dade County Public Schools Transportation. However, parents can waive that by providing, in writing, an alternate route that is mutually agreed upon. Over 90% of the students at FRMA receive free or reduced lunch. The majority of the students are from single parent homes with the mother as the primary caretaker. There are also a large number of students that reside in foster care and have a court appointed guardian as their main caretaker/provider.

The student attendance average for the 2005-2006 school year was 82.66 percent. Approximately 82% of the student population was retained at some point since entering school at first grade. The promotion rate at the 500 Role Model Academy of Excellence increased to 85% for the 2005-2006 school year. The faculty and staff attendance rate was 94.90 percent for the 2005-2006 school year.

The school has a teacher-pupil ratio of 1-15 and offers a curriculum appropriate for sixth through eighth grades in the basic content areas of math, language arts, reading, science, and social studies, along with a counseling component. Elective classes are offered in the area of media broadcasting, T.V. production, business, technical, and physical education.

FRMA has a principal and an assistant principal. The principal is responsible for the daily operation of the school. There are currently 14 teachers (50% male and 50% female) at FRMA and of these, 38% hold Master's Degrees, 19% hold Specialist Degrees, and 6% hold Doctorate Degrees. The Student Services staff includes a Trust Counselor, one Guidance Counselor, one Career Specialist, one ESE Specialist, one Media Specialist, and one School Psychologist. Of these teachers, 74% are Black-Non Hispanic, 23% are Hispanic, and 3% are White-Non Hispanic. There is no difference in the number of teachers from previous years. Although some teachers have left the program, there is an equal number who have replaced those teachers. Other support staff include: 2 paraprofessionals, 2 full time and 4 part-time security monitors, 3 clerical employees, 2 full time and 2 part-time custodians. Finally, the school's Leadership Team is composed of members from the staff: Mr. Samuel L. Johnson, Principal, Mrs. Tabitha Young, Assistant Principal, Mr. Vernon Wilder, Head of Student Services, Mrs. Lourdes L. Batista, Media Specialist, ESAAC Chairperson, and UTD Building Stewart, Mr. Madison Carter, Career Specialist, Ms. Basura Sauda, Trust Counselor, Ms. Saradhia Pericles, Math Teacher, Ms. Takia Douglas, Reading Teacher. The Leadership Team works together across all grade levels and subject areas.

School Foundation

Leadership:

On the OPIS the 500 Role Model Academy received an average score of 4.2 out of a possible 5.0 in the leadership category.

The Administrative staff of the FRMA establishes a progressive direction for students and teachers by setting high standards and expectations of all faculty, staff, and students. Student expectations are disseminated via student/parent orientations as students enroll. These expectations are continually reinforced via quarterly grade level orientations with all students, faculty and staff.

Teachers are provided staff development opportunities to assist each teacher in meeting the expectations which they have been charged to maintain by the administration. The school's mission and vision is made visible in every classroom throughout the school. Teacher input and feedback is continually sought and utilized by the administrative staff. Student and teacher recognition is a vital part of maintaining a positive working environment.

District Strategic Planning Alignment:

In the strategic planning category, the 500 Role Model Academy received an average score of 3.9 out of a possible 5.0 on the OPIS.

The goals and objectives of the FRMA resulted from collaboration between all stakeholders; teachers, administrators, parents and even students. The Continuous Improvement Model continues to serve as the backbone of the school improvement plan. The stakeholders of the FRMA will continue to build on the success of the 2005-2006 FCAT test results by continuing to utilize what worked and to change those strategies that proved not to be successful.

Stakeholder Engagement:

The FRMA as an alternative school is designed to service students who struggle in traditional school settings with behavior and academics. Many students make a change for the better and choose to remain at the FRMA when their assigned time has been completed. Several parents have returned their students to the FRMA after the student was transferred back to traditional school.

Faculty & Staff:

The faculty and staff of the FRMA is a small cohesive unit. There are 14 teachers that work collectively to improve the lives of their students academically, socially and morally. The team work of this faculty is evident in the weekly behavior modification meetings, the implementation of the Weekly Striver Incentive Program, and the monthly focus calendar and activity calendar planning meetings to which they each contribute.

Data/Information/Knowledge Management:

In the category of Measurement, Analysis, and Knowledge Management the 500 Role Model Academy earned an average score of 4.1 out of a possible 5.0 on the 2006 OPIS survey.

The teachers are the driving force behind the success of the Continuous Improvement Model being utilized at the FRMA. All teachers have been trained in the CIM process and familiarized with the Edusoft software and the

reports that are produced from Edusoft. As their mini-assessment data is reviewed, the instructors are extremely effective at making adjustments to their lessons to address the deficiencies presented by the data.

Education Design:

The Continuous Improvement Model (CIM) is the backbone of the educational design of the 500 Role Model Academy.

Stakeholders review the previous years test scores to match the strengths of teachers with the weaknesses of students as the master schedule is formulated. Instructional focus calendars with timelines for benchmark mini-assessments and quarterly assessments are developed for reading, math and science. The results of the mini/quarterly assessments are used to re-teach and re-adjust instruction accordingly. Opportunities for enrichment are provided for those students who have displayed mastery of the tested benchmarks. Tutorials via pull-out and early-bird are provided for students who are in need of additional assistance.

Performance Results:

The two lowest categories on the OPIS for the 500 Role Model Academy were the average scores of 3.9 out of a possible 5.0 in the categories of Process Management and Strategic Planning.

The instructional focus for the 2005-2006 school year resulted in a 37 percent reduction in student suspensions from the 2004-2005 school year (2316) to (866) for the 2005-2006 school year.

The average rate of attendance for the faculty and staff was at 94.90 percent for the 2005-2006 school year.

87 percent of the student population reported satisfaction with school on the Alternative Education Self-Assessment Survey.

FRMA will continue to strive to enhance the educational opportunities for there students and the knowledge base for all instructional personnel.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance of all No Child Left Behind populations

Needs Assessment

Based upon an analysis of the data of the 2006 Florida Comprehensive Assessment Reading Test, the results indicate a need for intensive instruction for students in grades six through nine as well as professional development for the staff. If the FRMA had been graded, the posted grade would have been a "C". The percent of students scoring at or above level 3 in Reading was as follows: grade 6—10 percent; grade 7—50 percent; grade 8—30 percent; grade 9—0 percent. Cluster analysis indicated that Reference and research was the most difficult strand for grade 6 students as evidenced by an average of 37 percent correct as compared to the district's and state's averages of 62 percent mastery, respectively. In grade 7, student results indicated Main Idea/Author's Purpose as the most difficult strand as evidenced by an average of 55 percent correct as compared to the state's average of 65 percent. The student results in grade 8 indicate Reference/Research as the most difficult strand as evidenced by an average of 38 percent correct as compared to the district's and state's averages of both 50 percent mastery.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six-nine will increase their reading skill as evidenced by 51 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development for all teachers in the CIM to enhance their skills in developing instructional strategies.	Principal Assistant Principal	8/10/2006	8/14/2006	Continuous Improvement Model	\$0.00
Continue school-wide implementation and monitoring of the District's Comprehensive Reading Plan	Principal Assistant Principal	8/14/2006	6/1/2007	District-wide literacy plan	\$200.00
Assign students to teachers in which the most conducive testing environment and teacher/student relationship will encourage the maximum student participation and performance on the March 2007 administration of the FCAT.	Principal Assistant Principal	10/24/06	1/22/07	Continuous Improvement Model	\$300.00
Continue staff development on the use of Student Performance Indicator (SPI) to tailor individual student instruction as specified in the Academic Improvement Plan (AIP).	Principal Assistant Principal	10/16/06	3/1/07	Continuous Improvement Model	\$200.00
Identify all NCLB sub-groups who scored in the lowest 25 percent on the 2006 FCAT Reading Test and provide additional instructional support through pull-out tutoring.	Principal Assistant Principal Reading Coach	8/14/06	3/2/07	Continuous Improvement Model	\$0.00
Provide tutorial opportunities and credit recovery opportunities via PLATO for students that display deficiencies on mini-assessments and enrichment opportunities for the students that have mastered the tested benchmark.	Principal Assistant Principal Reading Coach	8/14/2006	6/1/2007	Continuous Improvement Model	\$200.00
Analyze and disaggregate 2005-2006 FCAT Test data.	Principal Assistant principal Counselor	8/11/2006	8/14/2006	Continuous Improvement Model	\$0.00
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2007	Principal Assistant Principal Counselor	8/14/06	6/1/07	Continuous Improvement Model	\$0.00

administration of the FCAT					
Develop, implement and monitor a daily two hour block for language arts and reading for all Level I and Level II students.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$12000.00
Administer mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT.	Principal Assistant Principal Reading Coach	8/14/06	6/1/07	Continuous Improvement Model	\$1500.00
Administer district-produced interim assessments in reading to all students, grades six-nine, and analyze scores to target performance on the Florida Comprehensive Assessment Test (FCAT).	Principal Reading Coach	9/5/2006	6/4/2007	Continuous Improvement Model	\$400.00
Develop, implement, and monitor an instructional focus calendar utilizing the district pacing guide, inclusive of bi-weekly mini-assessments	Principal Assistant Principal	8/14/2006	6/1/2007	Continuous Improvement Model	\$200.00

Research-Based Programs

1. McDougal Littlel, The Language of Literature series for sixth-ninth grade students.
2. McDougal Littell, Bridges to Literature, a transitional reading program which can be used to help less proficient readers.
3. McDougal Littell, The Interactive Reader Plus, The Interactive Reader with Additional Support and The Interactive Reader for English Learners. Auxiliary materials, such as CDs and videos are also included.
4. Kaplan, Advantages and Kaplan, Foundations, levels S and E.
5. Supplemental materials, such as Scholastic Action and Scope magazines will also be used.

Professional Development

- Reading Plus
- Reading Coach Clinic
- AD/HD Assessment and Interventions Using the RtI Model
- United Teachers of Dade (Steward Internship)
- PLATO
- Data Analysis
- SPI
- SIP Training
- Language Program Training
- Code of Student Conduct/Alternative to Suspension Training
- FCAT Explorer Training
- CRISS Training
- Edusoft Training
- Holistic Scoring for Writing
- CELLA
- Riverdeep Training

Evaluation

- 1.This objective will be evaluated based on the 2006 Florida Competency Assessment Test (FCAT) scores in the reading test.
- 2.District-produced quarterly assessments will provide data, which will be used to monitor progress toward the objective.
- 3.Gates McGinity scores will be given to all teachers in order to tailor individual student instruction in reading.
- 4.Lesson plans will reflect Sunshine State Standards.
- 5.Administrators will conduct classroom evaluations.

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

GOAL 2 STATEMENT:

It is the goal of this school to improve the math skills of the students in grades six through nine to meet the state required achievement levels on the 2007 FCAT.

Needs Assessment

Based upon an analysis of the data of the 2006 Florida Comprehensive Assessment Mathematics Test, the results indicate a need for intensive instruction and staff development for sixth through ninth grade students. The FRMA received a grade of "P". The percent of students scoring at or above level 3 in math for 6th grade was 6 percent; 7th grade was 6 percent; 8th grade was 22 percent.

Cluster analysis for grade 6 students indicates that measurement was the most difficult area to make progress, as evidenced by an average of 22 percent mastery as compared to the district and state average of 44 percent mastery. This too was the case for 7th grade students averaging 22 percent mastery as compared to a state and district average of 44 percent mastery. 8th grade students showed the least proficiency in measurement, as evidenced by a 16 percent mastery, as compared to a state average of 35 percent and a district average of 33 percent mastery. In mathematics professional development needs to be provided to teachers of mathematics by Educational Specialists Staff development for all teachers.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards students in grades six through nine will increase their math skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the Florida Comprehensive Assessment Test(FACT) for mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and disaggregate 2005-2006 FCAT data.	Principal Assistant Principal	8/10/06	6/1/07	District Strategic Plan	\$0.00
Employ direct instruction emphasizing algebraic/geometric concepts, problem solving and real world applications that focus on the benchmarks assess on the FCAT, in accordance with the district pacing guide.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00
Implement the use of FCAT Explorer to target specific benchmark strands and Riverdeep Mathematics internet resource to improve math skills.	Principal Assistant Principal	8/31/06	6/1/07	District Strategic Plan	\$200.00
Conduct testing that contains FCAT formatted problems solving items and questions.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00
Provide staff development on mathematic strategies including the use of graphing calculators and manipulatives.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00
Pretest 6th through 9th grade students for early detection of Sunshine State Standard benchmark skill deficiencies using item analysis. Provide remediation tutorials via early bird and pull out models.	Principal Assistant Principal	8/21/2006	6/1/2007	District Strategic Plan	\$0.00
Provide enrichment opportunities for students that show mastery of benchmarks via PLATO and other technology programs.	Principal Assistant Principal Counselor	8/14/06	6/1/07	District Strategic Plan	\$0.00
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2007 acministration of the FCAT	Principal Assistant Principal Counselor	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Administer mock FCAT examinations to simulate actual testing conditions and improve student participation and	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00

performance on the March 2007 administration of the FCAT.	
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Research-Based Programs

McDougal Little - State adopted textbook for mathematics

Hands-On Equations Learning System - School purchased visual kinesthetic manipulative algebra supplement.

FCAT Explorer - District Purchased internet math program based on the Sunshine State Standards.

Riverdeep - District Purchased internet math interactive program designed to target specific skills.

T3 Teachers Teaching With Technology – AC2E Algebra with Calculator and Computer Enhancement

Professional Development

-Riverdeep Training

-FCAT Explorer Training

-Use of Manipulatives in Math

-Item Specifications Training

Evaluation

Objective evaluation will be determined by the 2006 administration of the FCAT mathematics test.

Formative weekly, monthly and quarterly benchmark assessments will be administered by teachers and frequent classroom visitations and observations will be conducted by the administrative staff.

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

GOAL 3 STATEMENT:

Improve Writing performance for all “No Child Left Behind” populations

Needs Assessment

Based upon an analysis of the data of the 2006 Florida Comprehensive Assessment Writing Test, the results indicated a need for intensive instruction for students in grade eight as well as professional development for the staff. The FRME received a grade of ‘P’. An average of 69 percent of the eighth grade students scored at or above level 3.5. Cluster analysis indicated that an average of 79 percent of the students who were tested on Writing to Explain scored at or above level 3.5, while an average of 61 percent of the students who were tested on Writing to Persuade scored at or above level 3.5.

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"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their Writing skills as evidenced by a 1 percent increase in the percentage of students scoring 4.0 or higher on the 2007 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement a writing action plan in which all instructors would include essential standards and benchmarks using a timeline model delineating specific objectives to be covered. Follow the writing components in the district's pacing guide for reading.	Principal Assistant Principal	8/11/06	6/1/07	District Strategic Plan	\$0.00
Analyze and disaggregate 2005-2006 FCAT data.	Principal Assistant Principal	8/10/06	6/1/07	District Strategic Plan	\$0.00
Administer writing prompts as writing practice assessments in grade eight to all Language Arts classes to identify those who may require early intervention and more extensive assistance.	Principal Assistant Principal Reading Coach	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Provide staff development on writing strategies including holistic scoring via department meetings and Regional Center Reading support personnel.	Principal Assistant Principal Reading Coach	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Provide a nine week "count down to FCAT" during the 10 minute school-wide homeroom period that focuses on identified benchmarks.	Principal Assistant Principal Reading Coach	8/14/06	6/1/07	Continuous Improvement Model	\$250.00
Administer a writing pre-test to evaluate the proficiency level of all eight grade students.	Principal Assistant Principal Reading Coach	8/28/06	6/1/07	District Strategic Plan	\$0.00
Utilize pull-out tutorial sessions during the school day to address students that lack proficiency in writing.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$1500.00
Provide early-bird tutorial sessions to assist students who have not displayed the expected level of proficiency on mock writing assessments.	Principal Assistant principal Reading Coach	8/14/06	6/1/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The research-based program used to meet our writing goal is the Houghton Mifflin English book for grades 6,7, and 8 along with the English Workbook Plus for grades 6,7 and 8. This book series provides teachers and students with a grammar usage and mechanics book along with a workbook that provides for practical applications. In addition, FCAT Writing materials provided by the Department of Language Arts/Reading are also used.

Professional Development

- Writing Rubric Workshop
- Holistic Scoring Workshop
- Writing prompt focus lesson workshop

Evaluation

The objective will be evaluated in light of the results of the 2007 FCAT writing test scores. Progress will be monitored through pre-, progress, and posttests as evidenced by student responses to writing prompts. Teachers will analyze assessment data and utilize the result to tailor their instruction and to teach peer and self-evaluation strategies

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

GOAL 4 STATEMENT:

The goal of the school is to improve students' science skills through implementation of the "Plan-Do-Study-Act and instruction using the Sunshine State Standards.

Needs Assessment

Based upon an analysis of the data of the 2006 Florida Comprehensive Assessment Science Test, the results indicated a need for intensive instruction for students in grade eight as well as professional development for the staff. The FRME received a grade of 'P'. Only 2 percent of eighth grade students scored at or above a level 3 . Physical and Chemical Sciences as well as Scientific Thinking were strands that presented big challenges as evidenced by an average of 27 percent mastery in those strands. The district's and state's averages for the Physical and Chemical Sciences were 45 percent. The district's and state's averages for Scientific Thinking were 42 percent mastery, respectively.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in Science skills as evidenced by 27 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and disaggregate 2005-2006 FCAT data.	Principal Assistant Principal	8/10/06	6/1/07	District Strategic Plan	\$0.00
Conduct FCAT informative meetings for parents and students.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Develop, implement and monitor an instructional focus calendar for science	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Administer Bi-weekly mini assessments encompassing benchmarks to monitor progress and redirect instruction.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Develop, implement and monitor interim assessments using the Edu-Soft program. Data is collected and analyzed to determine weaknesses and strengths among all subgroups.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Conduct hands on, inquiry based science investigations, and multi-media presentations..	Principal Assistant principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Provide students with real world experiences that link the Science curriculum to its applications to the world of work. For example, Career Day; and participation in the South Florida Regional Science Fair.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Infuse technology and mathematics techniques into the science curriculum via the Riverdeep science computer program.	Principal Assistant Principal	8/14/06	6/1/07	Continuous Improvement Model	\$0.00
Implement the District's suggested long range Science curriculum pacing guide for middle school science.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00

Research-Based Programs

(1) Glencoe-McGraw-Hill: Science Voyages (state adopted text for Science)

(2) Stewart Cycle for Learning and Improvement Model (Plan-Do-Study-Act)

Professional Development

- Data Analysis
- Curriculum Mapping
- Continuous Improvement Model
- Riverdeep
- Manipulatives in Science
- Item specifications training.
- Science Technology and Children's Kits Workshops
- Sci-tech (online science resource). All workshops and inservices to be incorporated into Science Department monthly calendar documenting registration and attendance.

Evaluation

Summative:

1. Results of the 2007 Florida Comprehensive test

Formative:

Results of the site-devised ongoing Bi-weekly assessments of the benchmarks. Administer quarterly assessments. Administrative classroom observations and the results of the 2006 Florida Comprehensive Assessment Test (FCAT) in writing.

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.)

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

GOAL 5 STATEMENT:

Increase parental communication and involvement in the educational process at the 500 Role Model Academy of Excellence.

Needs Assessment

Studies show that family involvement greatly enhances academic performance. (Stevenson and Baker 1987; USDE 1994). An assessment of parent logs and sign-in sheets for 2005-2006 indicate a lack of parental involvement in our school. The level of parent and community involvement last year was below ten percent overall. Thus, the following needs have been identified: the need for more school/home communication; the need for more school-sponsored activities to assist parents in promoting literacy at home; and the need to promote student awareness of the need for increased parental involvement in school-sponsored activities.

Measurable Objective

Given the need to increase parental involvement in the effort to improve learning, parental involvement will be increased by five percent in the 2006-2007 school year as compared to the 2005-2006 school year, as evidenced by an increase in signatures on sign-in sheets for school and community events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Connect-Ed to notify parents of upcoming school functions and other important school information.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$500.00
Promote parent participation in school events by improving advertisement of all activities through the publication of a monthly parent calendar, teacher's voice mail, quarterly reports, letters, flyers, report cards, parent/teacher conferences, "Back to School Night", and the school's main office.	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$500.00
Utilize the school's career specialist to make home visits for students who's parents are unable to visit the school to solicit their involvement in working to improve their child's academic status.	Principal Assistant Principal Career Specialist	8/14/2006	6/1/2007	District Strategic Plan	\$500.00
Host spelling bee competitions for students and invite parents in an effort to improve parent involvement.	Principal Assistant Principal Media Specialist	10/30/2006	5/25/2007	District Strategic Plan	\$300.00
Host parent FCAT nights with dinner to encourage and enhance parental focus and involvement with preparing our students for the March 2007 FCAT administration.	Principal Assistant Principal	11/6/2006	3/1/2007	Community Partnerships	\$500.00

Research-Based Programs

Parent/Teacher/Student Association Anne Henderson and Nancy Berla: "The Evidence Grows" (1981); "The Evidence Continues To Grow" (1987); and "A New Generation of Evidence"; "The Family is Critical to Student Achievement" (1995); "Just Read Families!" "Getting Started"; "Families Building Better Readers".

National PTA Standards for Family Involvement Program.

Professional Development

- Training in the National PTA standards for Family Involvement
- ESAAC Traing Workshop
- MDCPS Parent Volunteer Training.
- Monthly Parent Orientation Workshops
- FCAT Information Meetings
- SIP Traing for Parents
- Sunshime State Standards Information Meeting
- Bi-Lingual Parent Meetings for Spanish and Creole speaking parents.

Evaluation

Achievment of this objective will be measured through:

1. Attendance rosters for all parent/community activities;
2. Monitoring "Parent Contact Log";
3. PTSA membership rosters.
4. EESAC meeting sign-in rosters.

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.)

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

GOAL 6 STATEMENT:

Improve safety and discipline for all participants of "No Child Left Behind."

Needs Assessment

The total number of outdoors suspension days for students for the 2005-2006 school year was 866 days. This number 37 percent of what the total was for the previous school year. The need still exists to lower the outdoor suspension rate so that students are not missing instruction. A reduction in suspensions may also be an indication of the utilization of more effective proactive strategies to deal with conflict and potential problems.

Measurable Objective

Given the need to improve student discipline and safety in the effort to improve learning, the number of student

incidents will decrease as evidenced by a 5 percent decrease in overall total student outdoor suspension days as compared from the 2005-2006 school year (866) to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct quarterly student orientations so that expectations can be deliniated.	Principal Assistant Principal Counselor	8/14/06	6/1/07	Mentoring Opportunities	\$0.00
Conduct mandatory one-on-one orientations with new students and their parents before the student is entered into the school.	Principal Assistant Principal Counselor	8/14/06	6/1/07	Mentoring Opportunities	\$0.00
Train all faculty and staff in "It did not have to happen"	Principal Assistant Principal	8/14/06	6/1/07	Mentoring Opportunities	\$200.00
Utilize Personal Improvement Plans for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2006-2007 school year.	Principal Counselor Trust Specialist Assistant Principal	8/14/06	6/1/07	Career Development Programs	\$0.00
Provide all students with a copy of the Code of Student Conduct.	Principal Assistant Principal	8/14/06	6/1/07	Mentoring Opportunities	\$100.00
Utilize alternative to suspension strategies such as indoor suspension, work detail and detention.	Principal Assistant Principal	8/14/06	6/1/07	Mentoring Opportunities	\$0.00
Conduct group and individual intervention sessions to address issues before they expand into serious problems.	Principal Assistant Principal Trust Specialist Counselor	8/14/06	6/1/07	Mentoring Opportunities	\$0.00

Research-Based Programs

Professional Development

- "It did not have to happen" workshop by Alternative Education
- The Melissa Institute for Non-Violence Training

Evaluation

This objective will be measured from the COGNOS data that is disseminated at the end of this school year.

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.)

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

GOAL 7 STATEMENT:

Increase the utilization of Technology for all faculty members.

Needs Assessment

During the 2005-2006 school year, the percentage of faculty members utilizing computers software programs such as the electronic grade book was 0 percent. There is a significant need to increase faculty awareness and utilization, and to train teachers on using the electronic gradebook.

Measurable Objective

Given the need to improve the use of technology in the effort to improve learning, the number of faculty members that utilize computers during the school day will increase by 50 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for all teachers on utilizing the district's electronic gradebook	Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$0.00
Continue to upgrade classroom computer stations throughout the building.	Principal	8/14/06	6/1/07	District Strategic Plan	\$15000.00
Increase student enrollment in computer education classes.	Principal Counselor	8/14/06	6/1/07	District Strategic Plan	\$0.00
Provide initial and follow-up trainings for teachers on microsoft word, excel, and power point to encourage the infusion of technology into classroom instruction.	Assistant Principal Bussiness Education Teacher	8/14/06	6/1/07	District Strategic Plan	\$0.00
Provide training for teachers in PLATO.	Principal Assistant Principal	10/30/2006	1/15/2007	District Strategic Plan	\$100.00
Provide in-house training for teachers in Microsoft Word, Excel, and Powerpoint	Principal Assistant Principal Computer Education Teacher	10/31/2006	4/27/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

- Electronic Grade Book Training
- Basic Computer Overview
- Microsoft Word, Excel and Powerpoint Workshops
- PLATO Training
- SPI Training

Evaluation

Utilization reports from the electronic gradebook program, classroom observations, student folders, and teacher manufactured documents will serve as evidence of successfully accomplishing this objective.

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.)

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

GOAL 8 STATEMENT:

Increase the number of outside health and fitness presentations by 50 percent.

Needs Assessment

Based on school site sign-in logs and activity calendars from the 2005-2006 school year, there is a need to increase the number of health presentations, and physical fitness activities for the student population. During the 2005-2006 school year there were only two health screenings conducted by outside agencies. There was a visiting nurse that logged only three visits to this location. Several teachers have made requests for in school vision screenings and dental examinations.

Measurable Objective

Given the need to improve student health and physical fitness in the effort to improve learning, the number of opportunities for students to participate in Health and physical fitness activities and presentations will be increased by 50 percent for the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite speakers from Miami Children's Health to conduct presentations on various health issue to students.	Principal Assistant Principal Student Services Department	10/16/06	6/1/07	District Strategic Plan	\$500.00
Schedule the Miami Children's health examination van for a minimum of 3 visits per nine week grading period.	Principal Assistant Principal Counselor Trust Specialist	8/14/06	6/1/07	District Strategic Plan	\$300.00
Conduct a survey of the student population via the Alternative Education Student Self-Assessment Survey to determine what there individual health interests may be.	Principal Assistant Principal Trust Specialist Career Specialist	8/14/06	6/1/07	District Strategic Plan	\$500.00

Research-Based Programs

Professional Development

Evaluation

The success of this objective will be measured by school site visitation logs that indicate the number times health screening opportunities and physical fitness activities have been made available to the student population.

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

GOAL 9 STATEMENT:

Create an Entrepreneurial model to expose the student population to various career fields that have an entrepreneurial foundation.

Needs Assessment

Based on an analysis of student surveys about their future career plans, a definite need exists to expose the student population to the various types of careers that are available to them. According to field trip logs from last school year, there was on one career oriented field trip provided for the student population during the 2005-2006 school year.

Measurable Objective

Given the need to improve student awareness of entrepreneurial and career opportunities, the number of field trips related to career education will increase by 50 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an Action Plan for the implementation of a Career-Themed School Model	Principal Assistant Principal	8/14/06	6/1/07	School-to-Career	\$1500.00
Plan, develop and conduct a career day to provide opportunities for students to familiarize themselves with the requirements associated with various careers.	Principal Career Specialist Assistant Principal	8/14/06	6/1/07	Career Development Programs	\$500.00
Schedule guest speakers to conduct career presentations at least 3 times per nine week grading period.	Principal Assistant Principal Career Specialist	8/14/06	6/1/07	Community Partnerships	\$500.00
Develop an Action Plan for Conceptualized Redesign Model	Principal Assistant Principal	8/14/06	6/1/07	District Strategic Plan	\$1500.00

Research-Based Programs

National Academy Foundation

Professional Development

Evaluation

Success for this objective will be measured by field trip logs at the end of the 2006-2007 school year.

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 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:

Increase the Return on Investment for the 2006-2007 school year.

Needs Assessment

The most recent data from the Florida Department of Education did not indicate a value for the Return on Investment Index for the 500 Role Model Academy.

Measurable Objective

The 500 Role Model Academy will improve its ranking on the Return on Investment Index for the 2006-2007 publication.

Action Steps

Research-Based Programs

Computer programs such as PLATO, Test Tools and FCAT Explorer

State adopted textbooks, Reading and Writing Source Books, Amsco Reading, Science and Math text books, Scholastics Read XL, McDougal Littell, Bridges to Literature, and Glencoe's American Journey.

Professional Development

- Continuous Improvement Model Training
- PLATO
- Item Specifications Training
- Training in Technology

Evaluation

The next FLDOE Return on Investment report will show that the use of PLATO by FRMA were directly responsible for an increase in student achievement as evidenced by improved test scores on the 2007 administration of the FCAT.

EESAC Compliance

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

Budget:

The 2006-2007 funds allocated to the EESAC was approximately \$2600.00, and will be utilized to support and enhance efforts to promote student achievement. Currently the EESAC has decided to focus on providing incentives for academic achievement and behavior modification.

Training:

Training will be geared to increasing parental involvement and understanding of the educational process. Parent workshops will be conducted to train parents on how to support the behavior modification efforts of the school and to support their child's academic progress.

Instructional Materials:

Reading & Writing Source book
 PLATO
 Accelerated Reader
 State Adopted Textbooks - Math / Reading / Science
 FCAT Explorer

Technology:

PLATO
 Test Tools software
 Accelerated Reader
 Riverdeep software

Staffing:

All members of the EESAC other than the Principal and Assistant principal are nominated and elected by the presiding EESAC membership. The EESAC membership must be appropriately balance and represent each ethnic, racial , linguistic, and any other aspect that is reflective of the school and surrounding community.

Student Support Services:

The student services staff of the FRMA are deeply involved in the school improvement process. Support is provided for students via group and individual counseling, academic advisement for students and parents.

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

EESAC will support school safety and discipline via incentive programs.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$200.00
Goal 3: Writing	\$1,750.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$2,300.00
Goal 6: Discipline & Safety	\$300.00
Goal 7: Technology	\$15,100.00
Goal 8: Health & Physical Fitness	\$1,300.00
Goal 9: Electives & Special Areas	\$4,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$39,950.00

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