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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 8161 - Corporate Academy North

*FeederPattern:* Alternative Education

*Region:* Alt./ESE

*District:* 13 - Miami-Dade

*Principal:* BARBARA HAWKINS

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Corporate Academy North*

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Corporate Academy North of Miami-Dade County Public Schools changes the lives of at-risk students, redirecting them through individualized and intensive academic and behavioral interventions. Under the strong instructional leadership of the principal, teachers provide a rigorous academic curriculum in a nurturing environment that affirms students as individual learners with specific instructional needs. Through the use of data driven differentiated instruction, computer technology and interdisciplinary approaches to instruction, students recognize that the goal of graduating from high school is not out of reach. Teachers are strong instructors committed to the mission of school and highly skilled at translating high academic expectations to at-risk youth. Students apply to the school, thereby making a commitment to graduate as a changed individual with the ability to continue on to higher education, the military or the job market. Corporate Academy North is one of the first Communities in Schools, Inc. programs in the United States, and one of the earliest collaborations between the school district and local business when Miami-Dade County School District and the Burger King Corporation joined forces to open it in 1989.

The four most serious barriers to student academic success are what many of the students bring with them upon their arrival: poor attendance, low academic skills, a low GPA, and dysfunctional family backgrounds. Most of our students struggle with personal challenges that interfere with their ability to focus. For this reason, Communities In Schools, Inc. (CIS) provides important services that support student success in academics. The agency maintains an office on campus and helps students connect to a variety of support services, matching them with mentors in the business community, providing counseling for drug abuse and anger management through the Guided Adolescent Problem Solving (GAPS) Program of Florida International University (FIU), offering vision services through the the Heiken Foundation and bringing tutors into the building during the school day to work with students one on one. At present, Corporate Academy North is looking forward to fulfilling the District Strategic Goals as shaped by the school reform process by moving the curriculum in the direction of an entrepreneurial business and technology academy that develops student initiative, civic awareness, and participation in the economy through academic rigor, career mentoring, and civic involvement.

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 50% of the lowest 25% of students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, students in grades nine and ten will show adequate learning gains in reading as evidenced by the developmental scale score earned on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, 50% of all re-takers in grades ten, eleven, and twelve will score at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of the lowest 25% of students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, ninth and tenth grade students will show adequate learning gains in mathematics as evidenced by the developmental scale score increases on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, 50% of all re-takers in grades ten, eleven, and twelve will score at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grades ten will improve in writing skills as evidenced by 75% percent of tenth graders achieving level 3.5 or better on the 2007 administration of the FCAT Writes + test.

Given instruction using Sunshine State Standards, students in grade eleven will improve in science skills as evidenced by 25% of eleventh graders scoring at level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the prior years parental involvement stands at 15% for meetings attended and 30% for participation in activities run through the Parent Resource Center, Corporate Academy North will reach 20% attendance to Open House, Super Parent Night, ESSAC and PTSA meetings and 40% parental participation in activities run through the Parent Resource Center.

Given 199 days of outdoor suspension during the 2005-2006 school year, Corporate Academy North will decrease the incidence by a minimum of 10% in the 2006-2007 school year.

Given that that Excelsior gradebook was not in use in the 2005-2006 school year, 50% of parents and students will benefit from teacher use of the district electronic Excelsior Gradebook by the end of 2006.

Given the pressing need for bringing critical issues to the attention of high school age young adults regarding career awareness, personal fitness, nutrition, drug abuse, and sexually transmitted diseases, Corporate Academy would like to increase the number of guest speakers on these topics by 50%.

Given the district initiative to change the design of Corporate Academy North, the school will become an entrepreneurial academy within the 2007-2008 school year.

Given emphasis on the alignment of standards and resources, Corporate Academy North High School will improve its ranking on the ROI Index from the 0 percentile in 2005-2006 to the 10th percentile on the next publication of the ROI Index.

The results of the Organizational Performance Improvement Snapshot Survey reveals that the two highest areas are in the categories of Measurement, Analysis and Knowledge Management (4.2) and Leadership (4.1). The two lowest areas were in Process Management (3.8) and Business Results (3.8). The lowest individual item (3.2) regarded the statement "I know how well my work location is doing financially ", followed by "The people I work with cooperate and work as a team."(3.6) To improve in these areas, the principal will publish financial information including the budget to the staff on a regular basis to keep them informed regarding the financial status of the school. To improve collegiality, the leadership team will schedule opportunities for informal social interaction between staff and teachers throughout the year. Additionally, the leadership team will schedule impromptu opportunities for teachers to mingle with peers in other academic departments at various times during and after the school day.

# 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.

## Corporate Academy North

### VISION

Students will graduate prepared for the adult phase of their lives. They will have dealt with the educational, physical, social, and emotional issues that have created challenges in their lives. They will have set clear and obtainable goals, and possess extensive experience with the world of work, completing the necessary steps to enter confidently into adulthood.

### MISSION

To provide students with the support, motivation and technical expertise to achieve personal success.

## CORE VALUES

We believe that

all students can learn.

all students desire to succeed and contribute his or her unique talents to the betterment of society.

that given support and guidance, young people can change direction and strive for the physical, spiritual, intellectual and emotional strength needed to reach his or her individual potential for success.

## *School Demographics*

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Corporate Academy North is an alternative school of choice located in the former site of Floral Heights Elementary School in the Brownsville section of Miami. The school is operated under Regional Center 3 and is part of the Miami Northwestern feeder pattern. Our enrollment for the 2006-2007 year will be approximately 162 students in grade nine through twelve. These students have been withdrawn from their home school located anywhere across a wide portion of northern Miami-Dade County. Some arrive by bus, some take public transportation, drive, or are dropped off by family members. School accountability data from the 2005-2006 No Child Left Behind (NCLB) report indicates of students enrolled this school year, the majority (85%) are Black Non-Hispanic, with smaller numbers of (11%) Hispanic and (3%) White Non-Hispanic students. Free and reduced lunch data indicates that 64% of our students come from low socioeconomic backgrounds. At last count, we have 26 ninth graders, 60 tenth graders, 37 eleventh graders and 21 twelfth graders enrolled. Of exceptional students, three ESE students are mainstreamed in our program and meet twice a week with an itinerant ESE teacher for specific learning strategies, and three gifted students are monitored through student services and are accelerated through the assignment of independent research projects through Language Arts. The graduation rate rose by 9% last year from 22 to 31% exceeding the 1% benchmark identified by the district. The dropout rate is 14.5%. The attendance rate is 89.20%. Corporate Academy North employs 35 full time staff members and 1 part time custodian.

# *School Foundation*

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## ***Leadership:***

An analysis of the 2006-2007 Organizational Performance Improvement Snapshot survey tool showed that 86% of all staff surveyed responded in agreement (4.00 and above) in all seven measured categories, up from 74% last year. 100% percent of staff responded this year, up from the 89% response rate on the 2005-2006 survey. The two highest areas were the area of Customer and Market Focus and the area of Measurement, Analysis and Knowledge Management. The lowest two items were Business Results and Process Management. The five highest ranked of the forty response items were as follows: knowledge of the customer, knowledge of the mission, information sharing with supervisor, knowledge of how to analyze work quality for change, and knowledge of what is most important. The lowest five were as follows: cooperation and teamwork, solicitation of staff ideas, resource availability, community access and involvement and knowledge of how the work location is doing financially. While no single item strays lower than 3.6, and 34 of 40 items are 4.0 or higher, attention still needs to be paid to all items lower than 4.2 that address the feelings that staff may have regarding being appreciated, acknowledged and/or heard in the workplace. The program may need to initiate processes that support a sense of ownership among the staff to create stronger teamwork and efficiency. Additionally, although the staff is very secure in an understanding of the clients they serve, continued development of strong contacts with the community and support of staff initiating those contacts can serve to strengthen the program as well.

## ***District Strategic Planning Alignment:***

The mission of Corporate Academy North addresses the Core Values of the Miami Dade School district of Excellence, Integrity, Equity and Citizenship. The school strives to provide students with the tools necessary for personal success in an increasingly complex world that demands an individual be proactive, productive and civic minded. The academic achievement of students is monitored and nurtured on an individual basis. Teachers follow an Instructional Focus Calendar and use data from the results of bi-weekly assessments to focus on the literacy skill gaps of every student. The lowest 25% of students are offered extended learning opportunities before, during and after school. Given the population of students we serve, our biggest challenge is reaching out to parents to enlist their assistance in being partners in their son or daughter's personal growth and academic improvement. To that aim, we are striving to increase communication and conversation through the use of Connect-Ed., expanded advertising of Super Parent Nights, support and dissemination of Parent Academy activities, a monthly newsletter and the upgrading of our website. Additionally, the school is planning for alignment with the Small Learning Community paradigm by opening as an entrepreneurial business and technology academy in the 2007-2008 school year.

## ***Stakeholder Engagement:***

The 2005-2006 School Climate Survey successfully engaged 50 of 149 parents, 119 of 149 students and 17 of 19 teachers to participate. Parents indicated a majority in strong agreement or agreement on all items and gave the school a "B", although a large percentage of responses were undecided. Students were more critical, with 47% noting that peers do not follow school rules. Other areas of student concern are reflected in 39% of students indicating that the guidance counselor does not help them with personal problems and 26% of students indicating that they are not cared about as individuals. While an average of 27% disagree that teachers are friendly and easy to talk to and that learning is fun, 75% of students agreed that they were getting a good education and 60% reported that the overall climate is positive and helps learning. Students gave the school a grade of C+. Staff gave the school an overall grade of B, but again revealed particular areas of concern. While 64% concur that the staff works together as



a team, a third does not agree. One half of the staff reported insufficient resources. All principal measures were strongly positive although about 18% of staff stood in disagreement. Overwhelmingly, 76% of staff reported that the lack of parental support limits their ability to do the job and 70% disagreed that students arrive to his or her classroom prepared for the grade level of work. Finally, one half of the staff reported feeling overloaded and overwhelmed. Even so, 70% of staff reported that the overall climate is positive. Results of the measure indicate that the school will be strengthened by developing strong strategies for involving parents in both the life of the school and the academic achievement of his or her son or daughter. Additionally, increased support of the student services function of the school and improved processes for bringing instructional resources into the academy will support academic achievement.

### ***Faculty & Staff:***

Corporate Academy North employs 35 full time staff members and 1 part time custodian. Of this group, there are two administrators (one female Black Non-Hispanic, one male White Non-Hispanic), one lead teacher (female White Non-Hispanic), one guidance counselor (female Black Non-Hispanic), fifteen classroom teachers (7 males and 8 females, 9 Black Non-Hispanic, 2 White Non-Hispanic, 3 Hispanic and 1 Other), five clerical staff, five custodial staff, five security monitors, and one paraprofessional. Of the teaching staff, two are completely new to this school and nine have worked here for over five years or more. Among all staff, four have worked at the school for less than 1 year, nine for between 1 to 3 years, sixteen for between 4 to 10 years and 7 for more than 10 years. The teaching staff is certified with 100% teaching in-field. Among instructional and administrative staff, six have earned a masters degree and one has earned a doctorate.

### ***Data/Information/Knowledge Management:***

Corporate Academy North follows the Continuous Improvement Model (CIM) using data from the Student Performance Indicator (SPI) system and results of bi-weekly mini-assessments running on an Instructional Focus calendar to drive instruction. Academic departments meet weekly to discuss strategies and methods for meeting student instructional needs by examining several data sources: SPI, Edusoft mini-assessment reports and Snapshot reports. The Instructional Focus Calendar and the district Curriculum Pacing Guides inform the teachers' lesson plan development. Additionally, professional development teams meet once a week to disaggregate data from the aforementioned reports as a platform for discussing student progress, best practices and the potential for interdisciplinary lessons/units. New ideas, emerging data trends, and solutions to existing problems are discussed further at twice monthly faculty meetings and during leadership team meetings weekly.

### ***Education Design:***

Corporate Academy North operates on an alternating block schedule of eight one hour and a half class periods meeting every other day throughout the school year. This schedule is ideal for intensive instruction and optimal delivery of instruction and differentiated learning - approaches most effective in accelerating the academic skills development of underachieving students. Edwards (1995) found that after one semester teachers reported improvements in their teaching effectiveness, and in a 2000 study, Wilson and Stokes also reported that students perceived an improved learning environment with a greater variety of instructional approaches being used as compared with the traditional schedule. The extended instructional block allows teachers to create both individual and group activities that develop high-order thinking, collaborative capacity, and task persistence. Given that the at-risk student struggles between apathy and engagement, instructional approaches such as project-based learning and cooperative learning can have a positive affect on student motivation, a correlation confirmed in a recent study by Peterson and Miller (2004).

The school is designed as an academy model with three learning communities. Humanities (language arts, reading, history, and foreign language), Sciences (mathematics and science), and Vocational Programs (family and consumer sciences, work experience, business and computer technology, and media). The school is poised to respond to the District Strategic Plan by reshaping the curriculum to support an entrepreneurial academy model that will emphasize the business skills students must have to succeed in the world of work during the twenty first century. Corporate Academy North will continue to bridge the technological divide facing our students through expanded network capabilities and the integration of computer based instructional programs into the curriculum. Students benefit from a faculty that shares a dedication to the professional development necessary to attain intermediate to advanced computer literacy building-wide.

### ***Performance Results:***

The school earned 207 state accountability points based on the 2005-2006 scale of 600 points maximum and scored 81 out of 100 on the district level Key Performance indicators (KPI's). The student attendance rate has risen steadily to 89.20 last year and the staff attendance rate was 96.50. Our outdoor suspensions have fallen from 237 days to 199 in 2005-2006. Our graduation rate is 31%, and historically, many of our graduates enter higher education, the military or the world of work. 89% of staff responses on the Organizational Improvement Snapshot were a 4.00 or better on a five point scale and 70% of staff, students and parents surveyed on the School Climate survey agreed with the statement that "The overall climate or atmosphere at my school is positive and helps students learn." No extreme responses wappeared in the Climate survey data.

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

### **GOAL 1 STATEMENT:**

All Corporate Academy North students will improve in reading skill.

### **Needs Assessment**

Corporate Academy North remained focused on improvement in test attendance with 99% of the students tested. Analysis of the 2006 FCAT Sunshine State Standards reading results indicates that 80% of ninth graders and 89% of tenth graders scored at a Level 1, with an average of 4% of all students demonstrating mastery in reading. 42% of the lowest 25% of students demonstrated learning gains in reading, 8% short of the required 50% to gain points for learning gains for this subgroup. Such broad deficiencies reveal that increasing the evidence of factors such as student motivation to read and the use of research-based teaching strategies to improve learner engagement are of central importance to the academic success of the alternative school students we serve. On a positive note, all students registered some developmental growth. Fifteen ninth graders tested showed an average gain of 121 points and thirty four tenth grade students had an average 107 point gain. Nine tenth grade students registered extreme reverse gains, a performance problem in test participation persisting from the prior year. This indicates a need to develop positive and powerful interventions for this small group of students to improve both motivation and the ability to persist in the reading task during assessments.

Across the strands tested, Main Idea and Author's Purpose remains the lowest with only 35% of ninth graders and 44% of tenth graders answering items correctly. Ninth graders have struggled with this cluster since 2001. Tenth graders rebounded slightly from the prior two years by answering 44% of items correctly- an 8% gain from the prior year. Yet, in examining the content focus of the test, items dealing with either details and facts or author's purpose

constituted 70% of point earned, indicating that these two represent a major challenge for both grade groups. Difficulty in identifying details and facts requires renewed emphasis on fluency building as it relates to reading comprehension. Additionally, increased student engagement with many different genres as well as the continued development of sensitivity toward author’s purpose and tone needs to be continued in all reading and Language Arts classes, and reinforced in Social Studies. The lowest performance for tenth graders was evidenced by a decline of 10 percentage points in Words and Phrases. Ninth graders, on the other hand, answered 17% more Words and Phrases items correctly than last year. The tenth grade scores may reflect a need for further practice in drawing conclusions and making inferences which accounted for 33% of the cluster total on the 2006 test. Finally, both ninth and tenth graders improved their performance slightly on the clusters of Comparison/Contrast and Reference and Research averaging 5% more correct items than last year. Ninth graders improved significantly in Reference and Research, scoring 45% correct – up from 33% last year. Nevertheless, all students would benefit from continual practice in recognizing causal relationships and making comparisons through the increased use of graphic organizers across the curriculum.

It is predicted that achievement on the strand of Words and Phrases as well as retention of facts and details will be dramatically increased through the introduction of a new fluency building curriculum of Language! in Intensive Reading + classes, as well through the introduction of the comprehensive research-based reading program Read XL in the Intensive Reading classes. New supplementary materials to expand a working knowledge of word etymology, as well as a traditional comprehensive vocabulary series have also been introduced.

Professional development for all teachers in teaching critical thinking skills through the use of metacognitive strategies such as reciprocal teaching (Palinscar, Ogle, Jones, Carr and Ransom, 1986) and CRISS, as well as monitoring and coaching in the use of these strategies, will particularly improve student performance on all strands. All teachers will be trained in research-based approaches to reading in the content area, reinforcing student reading skill throughout the school day. Finally, continued training for all language arts teachers in the FCAT specifications will improve instruction by expanding his or her understanding of how the test is aligned with the Sunshine State Standards and what types of academic items need to be covered in lesson planning and delivery of instruction.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 50% of the lowest 25% of students in grades nine and ten will improve in reading skill as evidenced by 51% scoring at level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using Sunshine State Standards, students in grades nine and ten will show adequate learning gains in reading as evidenced by the developmental scale score earned on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, 50% of all re-takers in grades ten, eleven, and twelve will score at level 3 or higher on the 2007 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student mastery of the benchmarks through bi-weekly mini assessments following the reading instructional focus calendar and review the results of mini-assessments in order to differentiate instruction for subsequent intervention and enrichment.	Principal Lead Teacher Language Arts Academic Team Reading Coach	8/14/2006	5/23/2007	Continuous Improvement Model	\$0.00
Provide independent research projects and access to Florida Virtual High School to all enrolled students identified as gifted or scoring at a Level 4 on the 2006 FCAT reading assessment.	Principal Assistant Principal Guidance Counselor Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated	Principal Lead Teacher Department Head Reading Coach	8/11/2006	5/18/2007	Continuous Improvement Model	\$0.00

data for the differentiation of instruction and the sharing of best practices within the context of a learning community.					
Schedule ninth and tenth graders in all subgroups identified in the objectives above into intensive reading or reading plus classes in accordance with the results of the 2006 FCAT reading assessment and the Comprehensive Research-based Reading Plan (CRRP)	Principal Guidance Counselor Reading Coach	7/24/2006	8/31/2006	Continuous Improvement Model	\$0.00
Administer a practice FCAT style pre-test and post-test to ninth and tenth graders in all subgroups identified in the objectives above to establish baseline data. 8/06-5/07	Principal Language Arts Department Head Test Chairperson Teachers Reading Coach	9/1/2006	9/5/2006	Continuous Improvement Model	\$0.00
Implement with fidelity the CRRP mandated reading curriculums of Language!.Read XL and Reading and Writing Sourcebooks in Intensive Reading and Intensive Reading + classes.	Principal Lead Teacher Reading Coach	8/14/2006	10/31/2006	District-wide literacy plan	\$0.00
Provide incentives for ninth and tenth graders in all subgroups identified in the objectives for improved school attendance, attendance to tutoring sessions, participation in Reading Development, and effort applied to reading skills development programs such as Reading Plus, Read On! and FCAT Explorer.	Principal Assistant Principal Media Specialist Language Arts Department Head Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Build school-wide enthusiasm for reading through student activities, contests, and the hanging of posters and other visual displays that celebrate reading.	Principal Assistant Principal Media Specialist Language Arts Department Head Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00
Provide supplementary materials to Language Arts classes to develop student skills in vocabulary,word etymology, higher critical thinking and test taking strategies.	Principal Lead Teacher	7/12/2006	5/30/2007	District-wide literacy plan	\$6000.00

## **Research-Based Programs**

Language!

Read XL

Reading Plus

Read On!

Great Source Reading and Writing Sourcebook

SRA Reading Kits

MacDougal Littell Language of Literature

Glencoe/ Jamestown Reading Basals and Reading Drills

Great Books/Perfection Learning Language and Thought Reading Series

Great Source Vocabulary for Achievement

Accelerated Reader

Kaplan Advantage and Essentials Program.

## **Professional Development**

Training in Language!, Read XL, Reading Plus and Read-on! (refresher)

Reading and Writing Sourcebook publisher training session

MAZE training

Differentiated Instruction

Using Literacy Centers and Managing the Instructional Block

Continuous Improvement Model (CIM)

Data –Driven Instruction

Student Performance Indicator (SPI) training

Learning Community

EDUSOFT

Reciprocal Teaching

CRISS Project

C.O.R.E

Portfolios and Rubrics for Monitoring Instruction

FCAT Specifications training

## **Evaluation**

Summative evaluation of all reading objectives will be administered on the 2007 FCAT reading test. The above mentioned strategies will be monitored as follows:

District Interim Assessments

Learning! and Read XL monitoring assessments

Edusoft benchmarked mini assessment reports

Pre and post- test results

District TEC records

Academic Team meeting agenda and sign in sheets

Professional Development Team meeting agenda and sign in sheets

Small Group Tutoring logs

Classroom walk through and observation

Class rosters and lesson plans



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

### **GOAL 2 STATEMENT:**

All Corporate Academy North students will improve in mathematics skills.

### ***Needs Assessment***

Corporate Academy North remained focused on improvement in test attendance with 99% of the students tested. Analysis of the 2006 FCAT mathematics results indicates that 41% of ninth graders and 43% of tenth graders scored at a Level 1. These numbers represent improvement, particularly of ninth graders who last year registered 71% at Level 1. Additionally, 63% of student registered learning gains in mathematics. Even so, 9% of all students met high standards in mathematics. Such broad deficiencies reveal that factors such as student motivation to master mathematical operations and teacher use of hands-on teaching strategies to improve learner engagement are of central importance to the academic success of the alternative school students we serve. On a positive note, developmental gains are notable in both grades. Fourteen matched ninth graders averaged a 167 point gain, and thirty-four tenth graders averaged a 142 point gain. Although improved from last year, four tenth grade students still registered extreme reverse gains, a persistent problem in test participation among a small number of the alternative students we serve. The continuing presence of this phenomenon indicates a need to develop positive and powerful interventions for this small group of students to improve motivation and ability to persist.

Across the strands tested, Geometry and Spatial Sense remains the lowest with only 14% of ninth graders and 18% of tenth graders answering items correctly. While the ninth grade content focus was spread evenly across all tested benchmarks, tenth grade content focus information reveals that 43% of points possible centered on performance task items relative to the Properties of Geometric Shapes and Midpoint. Difficulty in understanding the Properties of

Geometric Shapes requires renewed emphasis on improving student comprehension of the fundamentals critical to mastery of this mathematical strand. Additionally, teachers need to find strategies for developing student confidence in the ability to correctly execute performance task items on the FCAT for finding slope, midpoint or other operations. Growth in the cluster of Algebraic Thinking held steady for both grades from last year, but tenth graders registered a 10% improvement on Data Analysis from the year prior, a positive trend attributed to emphasis on the benchmark school wide which will be continued this year. On another positive note, ninth graders advanced considerably in the areas of both Number Sense and Measurement, correctly answering 13% and 15% more questions respectively than the prior year. Tenth graders, on the other hand, showed little improvement.

Professional development of teachers is key to ensuring that all students including the lowest 25% of our students show learning gains in 2007. Mathematics teachers will be re-trained in the use of manipulatives and data-driven differentiated instruction in the classroom. Teachers will receive training and follow up coaching in the flexible use of small cooperative learning groups throughout the continuous improvement cycle and especially during the focus calendar days requiring intervention or enrichment. A refresher training for teachers will also be provided in accessing resources available through the adopted textbook program now in place, as well as in research grounded computer-based learning programs. Finally, continued training in FCAT specifications will improve instruction by expanding teacher understanding of how the test is aligned with the Sunshine State Standards and what types of academic items need to be covered in lesson planning and delivery of instruction.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50% of the lowest 25% of students in grades nine and ten will improve in mathematics skills as evidenced by 56% scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, ninth and tenth grade students will show adequate learning gains in mathematics as evidenced by the developmental scale score increases on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, 50% of all re-takers in grades ten, eleven, and twelve will score at level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide independent research projects and access to Florida Virtual High School to all enrolled students identified as gifted or scoring at a Level 4 on the 2006 FCAT mathematics assessment.	Principal Assistant Principal Guidance Counselor Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Monitor student mastery of the Sunshine State Standard benchmarks through bi-weekly mini assessments following the mathematics instructional focus calendar and review the results of mini-assessments in order to differentiate instruction for subsequent intervention and enrichment.	Principal Lead Teacher Math Department Head Math Academic Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated	Principal Assistant Principal Lead Teacher Department Head	8/14/2006	5/23/2007	Continuous Improvement Model	\$0.00

data for the differentiation of instruction and the sharing of best practices within the context of a learning community.					
Administer a practice FCAT style pre-test and post-test to ninth and tenth graders in all subgroups identified in the objectives above to establish baseline data.	Principal Mathematics Department Head Teachers	8/14/2006	9/14/2006	Continuous Improvement Model	\$0.00
Schedule ninth and tenth graders in all subgroups identified in the objectives above into intensive math classes in accordance with the results of the 2006 FCAT mathematics assessment.	Principal Guidance Counselor	7/13/2006	8/14/2006	District Strategic Plan	\$0.00
Re-train all mathematics teachers through the publisher in the maximal use of the Prentice Hall adoption materials.	Principal Lead Teacher	8/14/2006	11/30/2006	District Strategic Plan	\$0.00
Continue to emphasize the skill of measurement through hands on activities in all mathematics classes (Pre-Algebra, Algebra 1 and 2, and Geometry) to increase the competency in this strand of all subgroups identified in the objectives above.	Principal Assistant Principal Math Academic Team Math Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Build school-wide enthusiasm for mathematics through student participation in contests, and the development of posters, announcements, and academic projects that celebrate mathematics.	Principal Assistant Principal Math Academic Team Math Department Head Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00
Provide incentives for ninth and tenth graders in all subgroups identified in the objectives for improved school attendance, attendance to tutoring sessions, class participation, and participation in skills development programs such as Cognitive Tutor, Riverdeep Destination Math and FCAT Explorer during computer lab time.	Principal Assistant Principal Math Department Head Math Academic Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Continue to emphasize the skill of data analysis school wide through exposure to graphs, charts, and other forms of data organization across all content areas to increase the competency in this strand of all subgroups identified in the objectives above.	Principal Assistant Principal Mathematics Academic Team Mathematics Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00

## **Research-Based Programs**

Prentice Hall Mathematics (Pre-Algebra, Algebra 1, Algebra 2, Geometry)  
Carnegie Learning Cognitive Tutor Integrated Mathematics  
Riverdeep Destination Math  
Kaplan Advantage and Essentials

## **Professional Development**

Continuous Improvement Model (CIM) (refresher)  
Student Performance Indicator (SPI)  
EDUSOFT  
Snapshot  
Carnegie Learning Cognitive Tutor, Integrated Math  
Riverdeep Destination Math/Learning Management System  
Prentice Hall Mathematics publisher training session  
FCAT Specifications training  
Implementing Research-based Curriculum in the Classroom  
Using Graphing Calculators in the Classroom  
Differentiated Instruction  
Success Strategies for Mathematics

## **Evaluation**

Summative evaluation of all reading objectives will be administered on the 2007 FCAT reading test. The above mentioned strategies will be monitored as follows:

District Interim Assessments  
Cognitive Tutor, Riverdeep, and FCAT Explorer monitoring assessments  
EDUSOFT benchmarked mini assessment reports  
Pre and post- test results  
District TEC records  
Academic Team meeting agenda and sign in sheets  
Professional Development Team meeting agenda and sign in sheets  
Small Group Tutoring logs  
Classroom walk through and observation  
Class rosters and lesson plans

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All Corporate Academy North students will improve in writing skills.

### **Needs Assessment**

According to the analysis of the 2006 Florida FCAT Writes + test results, the combined score of the 55 tenth grade students tested reveals a drop in the percentage of students scoring at Level 3.5 or higher, down to 58% from 69% in the prior year. This decline in performance may be attributed to less operational knowledge and application of the research-based principles that guide the writing process among all faculty. Professional development of all faculty in the writing process will be scheduled and a student survey will be designed to identify the types and frequency of writing activities and assignments occurring building wide. Particular emphasis in the use of prewriting strategies prior to beginning the first rough draft of an essay will increase student capacity to generate ideas, and build voice and self-confidence in the writing process. Of mean points earned in each reporting category, students scored 50% of the available points in the areas of Focus, Organization and Support, but more noticeably, in the area of Conventions, students gained only 6 of a possible 16 points. This struggle with a working knowledge of English grammar needs to be addressed through grammar mini-lessons given on a daily basis in all Language Arts classes throughout the year, as well as reinforcement of the these same conventions through home learning assignments. On a positive note, 33% of students scored at a Level 4 or higher, and 70% of the 27 students given the expository prompt asking that they explain how a classroom could be more comfortable scored at or above 3.5 and 41% at 4.0 or higher. This indicates that students need a toolkit of writing techniques used for effective persuasive writing, as well as confidence in his or her own voice and continued exposure to key models of the persuasive voice in both written and spoken form. Teachers will continue to integrate these activities into the Language Arts and Social

Studies classes. Finally, humanities and vocational teachers will benefit from a refresher training in FCAT Writing holistic scoring procedures.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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 using Sunshine State Standards, students in grades ten will improve in writing skills as evidenced by 75% percent of tenth graders achieving level 3.5 or better on the 2007 administration of the FCAT Writes + test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Write daily in student journals in response to informal prompts in all English classes in order to develop student fluency in writing.	Principal Lead Teacher Language Arts teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Increase exposure to the persuasive voice through Social Studies and Language Arts classes by integrating the listening to, writing of, and delivery of speeches into the curriculum to strengthen student understanding of the persuasive voice.	Principal Lead Teacher Language Arts and Social Studies teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Practice the essay writing process in all language arts classes using the Write Traits framework with formal expository and persuasive prompts to increase student mastery of the writing process.	Principal Lead Teacher Reading Coach Language Arts teachers	9/18/2006	5/25/2007	District-wide literacy plan	\$0.00
Schedule students at FCAT Writing + levels 1 and 2 for twice weekly pull-out tutoring sessions to learn the writing process and build confidence.	Principal Lead Teacher	9/11/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated data for the differentiation of instruction and the sharing of best practices within the context of a learning community.	Principal Assistant Principal Lead Teacher Department Heads All Teachers	8/14/2006	5/23/2007	Continuous Improvement Model	\$0.00
Administer pre- and post- mock FCAT Writes tests to all tenth grade students using both expository and persuasive prompts in order to secure baseline data.	Principal Lead Teacher Guidance Counselor Reading Coach	8/28/2006	9/8/2006	Continuous Improvement Model	\$0.00
Implement school-wide essay writing practice in all content area classes using The Role,	Principal Lead Teacher	9/27/2006	5/30/2007	District-wide literacy plan	\$0.00



Audience, Format, Topic (R.A.F.T., Vandevanter, 1982) strategy.	Reading Coach				
Build school-wide enthusiasm for writing through student participation in contests, and the development of posters, announcements, and academic projects that celebrate writing.	Principal Assistant Principal Media Specialist Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00
Implement the Write Traits curriculum in all Language Arts classes to develop student understanding of the steps in the writing process and features common to well organized and effective writing.	Principal Lead Teacher Reading Coach Language Arts Teachers	8/14/2006	10/1/2006	District Strategic Plan	\$500.00

## Research-Based Programs

Great Source Write Traits

Great Source Write Traits Advanced: Levels 1 and 2

Glencoe Writers Choice Grammar and Composition

## Professional Development

The Writing Process

Great Source Reading Writing Sourcebooks and Write Traits training

Using Literacy Centers and Managing the Instructional Block

Writing Across the Curriculum: Step Up To Writing

Continuous Improvement Model (CIM) (refresher)

Student Performance Indicator (SPI)

FCAT Specifications training

CRISS Project R.A.F.T. strategy training

Zelda Glaser Writing Institute

## **Evaluation**

Summative evaluation of all writing objectives will be administered on the 2007 FCAT writing test. The above mentioned strategies will be monitored as follows:

Practice essays evident in core academic classes

District TEC records

Academic Team meeting agenda and sign in sheets

Professional Development Team meeting agenda and sign in sheets

Small Group tutoring logs

Classroom walk through and observation

Class rosters and lesson plans

## 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 Corporate Academy North students will improve in science skills.

### ***Needs Assessment***

Corporate Academy North remained focused on improvement in test attendance with 99% of the students tested. Performance on the 2006 FCAT Science Assessment indicates mean scale score increase of 28 points. Even so, students need continued emphasis across all seven strands of the Sunshine State Standards in Science to reach the district mean scale score of 275. Twenty three eleventh graders earned a mean scale score of 250 as compared with the state wide mean scale score of 298. In examining the points earned on the four content clusters, students scored 31% correct on questions relating to Physical and Chemical Science, 27% correctly on questions relating to Earth Space Science, 33% correctly on those related to Life and Environment, and 42% correct in Scientific Thinking. Given these results, ninth and tenth grade students need constant review of prior knowledge learned, increased lab time, and increased practice in test taking strategies to be well prepared for the academic performance encountered on the FCAT. In reviewing the content focus of the 2006 FCAT assessment, it is noted that four of six of the benchmarks carrying higher points required a performance task item. This indicates an increase in practice of executing performance task items across all four strands is needed. This test taking skill will be supported by daily practice in applying the scientific method through increased lab time. Additionally, student exposure to content knowledge through the recently adopted Science textbook materials and work in the computer lab on Riverdeep Destination Science and other computer based lab simulations will positively support achievement.

## Measurable Objective

Given instruction using Sunshine State Standards, students in grade eleven will improve in science skills as evidenced by 25% of eleventh graders scoring at level 3 or higher on the 2007 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student mastery of the Sunshine State Standard benchmarks through bi-weekly mini assessments following the science instructional focus calendar and review the results of mini-assessments in order to differentiate instruction for subsequent intervention and enrichment.	Principal Assistant Principal Lead Teacher Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Schedule eleventh graders into intensive science classes to prepare for the 2007 FCAT science assessment.	Principal Guidance Counselor	7/14/2006	8/11/2006	District Strategic Plan	\$0.00
Administer a practice FCAT style pre-test and post-test to eleventh graders to establish baseline data by benchmark for each student.	Principal Assistant Principal Science Teacher	8/21/2006	8/25/2006	Continuous Improvement Model	\$0.00
Emphasize the scientific method through increased lab experience and hands-on activities in all science classes (Biology and Earth Space Science) to increase achievement of all subgroups identified in the objectives above.	Principal Assistant Principal Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated data for the differentiation of instruction and the sharing of best practices within the context of a learning community.	Principal Assistant Principal Lead Teacher Department Heads All Teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide independent research projects and Florida Virtual High School to all enrolled students identified as gifted or showing notable potential for achievement in the field of science.	Principal Assistant Principal Guidance Counselor Science Teacher	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide incentives for eleventh graders for	Principal	8/14/2006	5/25/2007	Continuous	\$500.00

improved school attendance, class participation, and effort applied to science skills development programs such as Riverdeep Destination Science and FCAT Explorer during computer lab time.	Assistant Principal Media Specialist Science Teacher			Improvement Model	
Provide supplemental reading resources for the core academic area of Science to support reading across the curriculum and develop FCAT Science test taking skills.	Principal Lead Teacher	8/14/2006	12/22/2006	District Strategic Plan	\$500.00
Build school-wide enthusiasm for science through student participation in contests, and the development of posters, announcements, and academic projects that celebrate science.	Principal Assistant Principal Media Specialist Science Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00

### Research-Based Programs

Prentice Hall Biology, Glencoe Earth Space Science, Globe Physical Science with Earth Science  
Riverdeep Destination Science

### Professional Development

Continuous Improvement Model (CIM) (refresher)  
Student Performance Indicator (SPI)  
EDUSOFT  
Riverdeep Destination Science/Learning Management System  
Effective Implementation of the Adopted Secondary Science materials  
Integrating Science Instruction Effectively in the Science Classroom  
FCAT Specifications training  
SECME Mini-Conference  
Differentiated Instruction

## **Evaluation**

Summative evaluation of all science objectives will be administered on the 2007 FCAT science test. The above mentioned strategies will be monitored as follows:

Riverdeep Destination Science and FCAT Explorer monitoring assessments

EDUSOFT benchmarked mini assessment reports

Pre and post- test results

District TEC records

Academic Team meeting agenda and sign in sheets

Professional Development Team meeting agenda and sign in sheets

Classroom walk through and observation

Class rosters and lesson plans

## 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 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 5 STATEMENT:**

To increase the parental involvement of all students' parents at Corporate Academy North.

### ***Needs Assessment***

Parents, teachers, counselors and administrators at Corporate Academy North communicate concerning notification of absences on a daily basis and weekly telephone calls home to inform parents of behavioral or academic problems. Of all after school activities, Open House is the most highly attended event of the year with about 30% of parents attending. Turnout for events such as ESSAC meetings, PTSA meetings and Super Parent Nights remains low (15%) given the challenges that parents face in giving of their time. 30% of parents have attended conferences to review the March results of the FCAT through the Parent Resource Center.

## Measurable Objective

Given the prior years parental involvement stands at 15% for meetings attended and 30% for participation in activities run through the Parent Resource Center, Corporate Academy North will reach 20% attendance to Open House, Super Parent Night, ESSAC and PTSA meetings and 40% parental participation in activities run through the Parent Resource Center.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct orientations with parents of new students	Principal Assistant Principal Guidance Counselor	7/26/2006	5/30/2007	District Strategic Plan	\$0.00
Notify parents of district (The Parent Academy) and school events, workshops and meetings (Open House, Super Parent Night, PTSA meetings, Heritage Celebrations) through the Connect-Ed system, the monthly newsletter, and the distribution of fliers to students for bringing home.	Principal Assistant Principal Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hire a community involvement specialist to increase participation of community stakeholders in the school.	Principal	9/1/2006	10/31/2006	District Strategic Plan	\$0.00
Place personal phone calls to parents by teachers advising them as to their son or daughter's academic and behavioral progress.	Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hold conferences with parents of students struggling due to poor academic performance, attendance or behavioral problems.	Principal Assistant Principal Guidance Counselors Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

NPTSA Standards for Parent Family Involvement Programs



## **Professional Development**

Parent Teacher Association Inservice

### **Evaluation**

Sign in sheets for Open House, Super Parent Night and PTSA meetings compared to the total prior year totals.

ESSAC meeting minutes and attendance rosters

Parent calling rosters of teachers

Parent Resource Center sign-in sheets compared to prior year totals.

Parent/Teacher/Student conference logs and meeting notes

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

### **GOAL 6 STATEMENT:**

To improve school safety and student discipline at Corporate Academy North.

### ***Needs Assessment***

Analysis of 2005-2006 data indicates that there is a need to improve student behavior given that disruptions resulted in 199 days of outdoor suspension. These days contributed to a significant portion of the 89.20% attendance rate evident in the 2005-2006 school year. Proactive administrative and parental interventions are needed to change the counterproductive student behavior that leads to serious violations of the Miami Dade County Student Code of Conduct.

## Measurable Objective

Given 199 days of outdoor suspension during the 2005-2006 school year, Corporate Academy North will decrease the incidence by a minimum of 10% in the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review the school-wide discipline plan	Principal Leadership Team All Staff	10/11/2006	11/10/2006	District Strategic Plan	\$0.00
Monitor the number of indoor and outdoor suspensions weekly.	Principal Assistant Principal Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve student attendance by 2 percent over the average rate for 2005-2006 school year through increased parental contact and MDCPS truancy procedures.	Principal Assistant Principal Attendance Clerk	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Deliver character education activities through individual and group counseling sessions.	Principal Guidance Counselors Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage student access to the social support services available through The Children's Trust and Switchboard of Miami.	Principal Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide strategies to students for avoiding interpersonal violence through training in peer mediation and conflict resolution.	Principal Guidance counselor SCSI Director	08/14/2006	12/22/2006	District Strategic Plan	\$0.00
Strengthen student coping mechanisms through training in parenting strategies, time management and personal goal setting.	Principal Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development for staff in understanding the at-risk student and effectively managing counterproductive behavior in an educational setting.	Principal Assistant Principal Lead Teacher	8/14/2006	11/30/2006	District Strategic Plan	\$0.00
Broadcast an inspirational quote of the day appropriate for reflecting on character.	Principal Assistant Principal Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

COGNOS training  
MDCPS Truancy training

## **Professional Development**

Peer Mediation Facilitator Training for selected staff.  
Bullying inservice  
The Melissa Institute training.

## **Evaluation**

Quarterly comparative data regarding indoor and outdoor suspension rate through COGNOS.  
Student Tardy Log  
Teacher weekly teacher attendance reports  
Truancy documents  
Inspirational quote of the day broadcast on the CAN daily news  
Counseling session sign in sheets  
Peer Mediation student training records  
Peer mediation session sign in sheets  
Staff Inservice records

## 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 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 7 STATEMENT:**

Increase the use of technology by staff at Corporate Academy North to improve student achievement.

### ***Needs Assessment***

Teachers report that they face a challenge in contacting the home of students to discuss academic progress with only a 20% contact rate on a weekly calling basis. To improve communication between teacher, parent and student regarding the status of a student's academic performance and strategies that all stakeholders can use to support achievement, Corporate Academy North has implemented Excelsior Electronic Gradebook - a MDCPS initiative which will be a key ingredient in closing this communication gap.

Additionally, the capacity for Excelsior Gradebook to provide teachers with immediate access to FCAT data and the results of district interim assessments will further support the Continuous Improvement Model now in full implementation at Corporate Academy North. Teachers will increase in efficient and timely use of student data as a tool for managing differentiated instruction.

## Measurable Objective

Given that that Excelsior gradebook was not in use in the 2005-2006 school year, 50% of parents and students will benefit from teacher use of the district electronic Excelsior Gradebook by the end of 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
50% of parents will attend a training session on accessing the Excelsior Gradebook from home and using it as a tool to monitor and support student academic achievement.	Principal Assistant Principal Lead Teacher Parents	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Train teachers on using the Excelsior electronic gradebook.	Principal Assistant Principal Gradebook Manager	8/10/2006	8/11/06	District Strategic Plan	\$0.00
Support teacher mastery of the Excelsior Electronic gradebook system through embedded training.	Principal Assistant Principal Gradebook Manager	8/14/2006	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

District Excelsior Gradebook training sessions conducted by ITS.

On site gradebook teacher training sessions conducted by Excelsior Gradebook Managers/Teacher trainers.

On-going embedded gradebook training by Excelsior Gradebook managers/teacher trainers.

Parent workshops on accessing and using the Excelsior gradebook to track student academic performance.

## Evaluation

Monitoring of Excelsior Gradebook through principal viewer.

Observation

## 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 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 8 STATEMENT:**

Support the physical, academic, personal/social, career and community health of all students at Corporate Academy North.

### **Needs Assessment**

Corporate Academy North is located in an area where the problems of high unemployment, drug abuse and sexually transmitted diseases are evident. For this reason, personal/social skills development, drug education and information about sexually transmitted disease are an important part of the curriculum. Students need to be exposed to positive role models and receive life coaching to make healthy choices that support employability and personal success.

## Measurable Objective

Given the pressing need for bringing critical issues to the attention of high school age young adults regarding career awareness, personal fitness, nutrition, drug abuse, and sexually transmitted diseases, Corporate Academy would like to increase the number of guest speakers on these topics by 50%.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Heighten student awareness of the importance of proper nutrition through schoolwide posters and announcements.	Principal Assistant Principal Cafeteria Manager Health Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase opportunities for physical exercise through P.E. classes.	Principal Assistant Principal Physical Education teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide screening for student vision and hearing acuity.	Principal Assistant Principal Guidance Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide information regarding risky behaviors known to increase risk of contracting a sexually transmitted disease, including HIV/AIDS.	Principal Assistant Principal Guidance Counselor	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Organize presentations on general health issues including facts about drug abuse and information on HIV testing.	Principal Assistant Principal Guidance Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Miami Dade County Schools Personal Improvement Plan Transition Curriculum.	Principal Guidance Counselor Health teacher	8/14/2006	5/31/2007	Transition and Articulation Programs	\$0.00

### Research-Based Programs

The Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)

### Professional Development

AIDS/HIV Workshops

Teen Health Issues Workshops



## **Evaluation**

Personal Improvement Plans

Photographs and/or videos of presentations

Presence of brochure materials available in counselors office.

Presence of schoolwide posters and announcements on the CAN Morning News

Screening sign-in sheets

Class rosters and lesson plans

Agenda and Programs

## 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.)

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

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

### ***GOAL 9 STATEMENT:***

All students who attend Corporate Academy North will acquire the skills and potential to design, own and manage a business.

### ***Needs Assessment***

Research suggests that minority students from low-socioeconomic backgrounds often are forced to either drop out of school or work while attending school to help support the family. Given that the customary wages for the kind of part-time work high school students seek is low and provides minimal advancement of skill, knowledge or status, an alternative path is needed. Providing an alternative educational setting within which students are personally motivated to succeed academically in order to reach the dream of "being my own boss" will decrease the drop-out rate and increase the economic empowerment of economically disadvantaged minority youth.

## Measurable Objective

Given the district initiative to change the design of Corporate Academy North, the school will become an entrepreneurial academy within the 2007-2008 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish guidelines for implementation phase	Principal Leadership Team	10/18/2006	12/22/2006	Small Learning Communities	\$0.00
Define roles, relationships and protocols that will strengthen the relationship of Corporate Academy North and The 500 Role Models of Excellence feeder school.	Principal Leadership Team	11/1/2006	2/28/2007	Small Learning Communities	\$0.00
Utilize multimedia channels to advertise the new academy to potential students and their families.	Principal Assistant Principal Media Specialist	3/1/2007	6/29/2007	Small Learning Communities	\$0.00
Research implementation approaches for redesign of the school program into an entrepreneurial academy model.	Principal Leadership Team	7/28/2006	12/22/2006	Small Learning Communities	\$0.00
Develop an expansive curriculum that unifies the creation of a master schedule with the flexibility required to nurture successful community based school/business partnerships.	Principal Guidance Counselor Lead Teacher	1/1/2007	2/28/2007	Small Learning Communities	\$0.00

## Research-Based Programs

Career Academy National Standards of Practice

## Professional Development

Attend conferences on Career Academies

Research similar academy models.

Visit outstanding schools patterned after the entrepreneurial model.

## **Evaluation**

Leadership Team meeting agenda and notes

Research results

Planning Documentation

## 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.)

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

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

**GOAL 10 STATEMENT:**

To have Corporate Academy North rank at or above the 10th percentile statewide on the Return on Investment (ROI) Index of value and cost effectiveness of educational programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2005–2006 Corporate Academy North ranked at the 0 percentile on the State of Florida ROI Index.

## Measurable Objective

Given emphasis on the alignment of standards and resources, Corporate Academy North High School will improve its ranking on the ROI Index from the 0 percentile in 2005-2006 to the 10th percentile on the next publication of the ROI Index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with District personnel to improve resource allocation.	Principal	7/5/2006	5/30/07	District Strategic Plan	\$0.00
Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks, to improve return on investment.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Gather quarterly usage reports on the fluency building software program Reading Plus and correlate student usage with results on district interim assessments and the summative data from the 2006 FCAT assessment.	Principal	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Consider partnering with community agencies to improve return on investment.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

## **Evaluation**

On the next Florida ROI Index publication, Corporate Academy North will show progress toward reaching the 51st percentile.

## *EESAC Compliance*

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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:***

EESAC recommended that majority of the EESAC budget (\$2000).to be set aside in a trust account for FCAT and other academic incentives. The remainder of the EESAC budget will be disbursed as voted on by the EESAC committee.

### ***Training:***

EESAC proposed EESAC training for the committee members. In addition, EESAC supports in-service training for teachers during early release days.

### ***Instructional Materials:***

EESAC supports the schools decision to purchase instructional material, educational supplies, and equipment that will facilitate the educational process.

### ***Technology:***

EESAC endorses and supports the installation of computers in every classroom, and efforts to provide every teacher with a laptop computer.

### ***Staffing:***

EESAC supports the hiring of tutors for FCAT Math and Reading preparation.

### ***Student Support Services:***

EESAC supports all programs committed to student academic growth and personal character development such as Drug Free Youth in Town (DFYIT), all Communities in Schools, Inc. programs, Parent Involvement Center activities, Do The Right Thing campus activities, student government and the Women of Tomorrow curriculum.

### ***Other Matters of Resource Allocation:***

EESAC indorses the administrative commitment to academic achievement and the use of allocated resources to meet that objective.



***Benchmarking:***

EESAC participated in the revising of the 2006-2007 School Improvement Plan (SIP) to meet the objectives of Comprehensive School Reform, MDCPS district initiatives, state mandates and the requirements of the federal No Child Left Behind Act.

***School Safety & Discipline:***

EESAC favors a zero tolerance policy regarding school safety and discipline. EESAC supports enforcement of the district Student Code of Conduct as outlined in the student handbook and the procedures for disciplinary action as published in the Faculty Handbook.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$7,000.00
Goal 2: Mathematics	\$2,500.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$1,500.00
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
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<b>Total:</b>	<b>\$12,000.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*