

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

J.R.E. Lee Opportunity Center (2861)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Claire Warren

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The Young Women's Academy for Academic and Civic Development at J.R.E. Lee Opportunity School is located in South Miami, Florida. Originally built as a community elementary school, the facility was converted to an alternative middle school in the 1970s. This year we transitioned to the Young Women's Academy for Academic and Civic Development, a single gender, grades 6-12 alternative school with a fashion marketing academy focus. Historically, this public school accommodates students from the southern half of Miami-Dade County who are assigned to the alternative education program for various infractions of the Code of Student Conduct. While most students have been assigned by the District, approximately 10 percent attend on a voluntary basis. Many of the J.R.E. Lee parents/caregivers do not have a vested interest in this school because they do not live here nor do they interact with the surrounding community. Few, if any, of our parents have encountered positive experiences in the school arena as their children were growing up. The staff in this school is greatly concerned about the need for parental education and involvement; one of the main goals of this school is to empower parents/caregivers with the skills needed to redirect student behavior and to become their child's partner in academic achievement.

All of the students at J.R.E. Lee Opportunity School are considered to be at-risk, and 90 percent receive free or reduced lunch. There is an overwhelming concern regarding the low academic level of our students; of the current population, only 27 percent scored at the state proficiency level in reading and seven percent in mathematics. Seventy-five percent of the students have been retained at least once since entering school.

The Young Women's Academy at J.R.E. Lee is a part of the District's Secondary School Reform (SSR) initiative and Alternative Education's Highways to Success. One of our many goals is to prepare this special population for entry into the adult world of gainful employment. In today's competitive job market, it has become essential to correlate educational achievement with actual job skills. As our students are faced with the challenge of working and competing in a global society, it is imperative that their reading, mathematics, writing, science, technology, social, and workplace skills are sufficient for the world of work.

Given instruction using the Sunshine State Standards, students in grades six through ten will improve their reading skills as evidenced by 58 percent of the students scoring at Level 3 and above on the 2008 Reading FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of the students in grades eleven and twelve retaking the FCAT Reading examination will meet the state requirement for graduation with a Developmental Scale Score of 1926 or higher.

Given instruction using the Sunshine State Standards, students in grades six through ten will improve their mathematics skills as evidenced by 62 percent of students scoring at Achievement Level 3 or above on the 2008 Mathematics FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of students in grades eleven and twelve retaking the FCAT Mathematics examination will meet the state requirement for graduation with a Developmental Scale Score level of 1889 or higher.

Given instruction using the Sunshine State Standards, students in grades eight and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at Achievement Level 3.5 or above on the 2008 FCAT Writing+.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades eight and eleven will increase by 25 percentage points on the 2008 FCAT Science Test when compared to the 2007 administration of the FCAT Science Test.

Given school-wide focus on the need for parental involvement, the school will demonstrate an increase of five percentage points in the number of parent/family members who attend one or more school functions during the 2007-08 school year when compared to 2006-07, as documented by sign-in sheets and contact logs.

Given school wide implementation of the Positive Behavior Support (PBS) Program, students will improve their conduct as evidenced by a 10 percent decrease in the number of instructional days missed due to outdoor suspensions during the 2007-2008 school year when compared to the 2006-2007 year.

Given an emphasis on academic and career planning, in conjunction with our secondary school redesign, 70% of the students enrolled in Life Choices and Fashion Marketing classes will complete an electronic career portfolio.

Given instruction using the Sunshine State Standards in physical education, 25 percent of the physical education students at J.R.E. Lee will achieve award status via FITNESSGRAM program awards.

Given increased enrichment opportunities, at least 50 percent of the students enrolled will participate in community and school activities which foster citizenship, social skills, and School-to-Career skills, per FTE rosters.

The Young Women's Academy at J. R. E. Lee Opportunity School will increase learning gains by at least 5 percentage points in both mathematics and reading on the 2008 FCAT.

The graduation rate will match or exceed the District's graduation rate.



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Based on the spring 2007 results from the Organizational Performance Improvement Snapshot (OPIS), J.R.E. Lee's rate of responses in agreement was 75 percent, down from 80 percent in the fall of 2006, with 81 percent of the staff completing the survey. The two lowest categories were Strategic Planning and Business Results, with the lowest individual item appearing in the Business Results category being "My work location removes things that get in the way of progress" and "I know how well my work location is doing financially." In the Strategic Planning category, the individual item with the lowest rating was "I know how to tell if we are making progress on my work group's part of the plan." Administration will provide clarification on the school budget at faculty and EESAC meetings at the opening of school and update staff regularly. Furthermore, periodic staff surveys will be conducted to provide an opportunity for staff feedback and as a means of addressing staff concerns related to work processes and obstacles to progress.



# School Improvement Plan 2007-2008



## 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.

## 2861 - J.R.E. LEE OPPORTUNITY CENTER

### VISION

The Young Women's Academy for Academic and Civic Development at J.R.E. Lee Opportunity School envisions young women emerging with abilities, skills and credentials to function successfully in all areas of life: civic, social, personal, and professional.

### MISSION

We believe that all children can learn. We will provide a caring environment and family atmosphere to enable students at the Young Women's Academy for Academic and Civic Development at J.R.E. Lee Opportunity School to function successfully in a highly technological, multicultural, and global society.

### CORE VALUES

The Young Women's Academy for Academic and Civic Development at J.R.E. Lee Opportunity School will continue to uphold the core values of excellence, integrity, equity, and citizenship as a daily part of instructional delivery.

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### **School Demographics**

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J.R.E. Lee Opportunity School is an alternative middle school in the Miami-Dade County Public School system that transitioned this year from a disciplinary middle school with boys and girls to a single gender, grades 6-12 disciplinary school called the Young Women's Academy for Academic and Civic Development at J.R.E. Lee Opportunity School. Originally built in 1929, the school has a long history of transition, starting out as a neighborhood elementary school, converting to a boys' school in the early 1970s, and changing to a co-ed alternative school a few years later. Located at 6521 S.W. 62 Avenue, the school sits on 2.68 acres in South Miami.

The District assigns students to this school from their home schools located in the southern half of Miami-Dade County. The current population of 65 is expected to increase to 125-150 by the end of the third marking period. At this time, 90 percent of the student population have are administratively assigned, and 10 percent elected to attend the school on a voluntary basis. The majority of those who are assigned were sent here for continuous disruptive behavior or other infractions as outlined in the Code of Student Conduct. Students are assigned for a minimum of 18 weeks before they qualify for return to the traditional school setting. However, due to rigorous exiting criteria, many remain here for more than the mandated 18 weeks. For more serious infractions, students may be assigned to the work-back program (two to five marking periods) or maximum-by-law (two years). Educational accommodations include general education, Special Education (SPED), and English Language Learners (ELL). Currently, 84 percent of the students are classified as general education; 16 percent as Exceptional Education; and none as ELL.

Attendance has remained a challenge for the school. The attendance rate for 2006-07 was 74.42 percent, up from 67.75 for 2005-06. The truancy rate (students classified as truant) ranged from 43 percent first quarter to 30 percent last quarter. Because our boundaries extend from Homestead/Florida City to Overtown, many of the students travel by bus for 25-30 miles one way to school. Often, it is difficult to reach parents/guardians regarding attendance, academic performance, and behavioral issues. During 2006-07, the staff made a concentrated effort to reach more parents through over 70 Child Study Teams (CSTs), 115 Truancy CSTs, and 80 Individual Education Plan (IEP) meetings. For the most part, parents who attended the meetings assumed an active role in the decision making process regarding the needs of their children. During the meetings, positive connections were made with the home; assistance was offered at the school level; and the parents/guardians became familiar with available community resources. The school social worker is a member of the Child Study Team and works diligently to promptly address attendance issues and make contact with difficult-to-reach parents/guardians.

August 2007 data indicates that 75 percent of the student population has been retained for one or more years since entering first grade. The current population's age range is between 12 and 18 years. Many students are unmotivated and do not have realistic career plans. A majority of the students are deficient in the content areas of reading and mathematics as reflected by 75 percent scoring at Levels 1 or 2 in Reading and 93 percent scoring at Levels 1 or 2 in Mathematics on the 2007 administration of the FCAT. Many of the students come from dysfunctional families; some are being raised by grandparents; some are in foster homes or living with other relatives; many have family members who are incarcerated; and many know neither of their biological parents. The dysfunctional nature of the school/family partnership is an integral part of the school profile.

Due to the ongoing District assignment of students and our recruitment of volunteer students, new students are received on a continual basis. While the population is dynamic, the current ethnic representation is as follows: Black - 52 percent, Hispanic-39 percent, White-5 percent, and Multi-Cultural-4 percent. The majority of the students are from low socio-economic backgrounds; approximately 90 percent receive free or reduced lunches.

The staff in this school strives to provide a nurturing environment, practical lifelong learning experiences, the basic educational skills required to achieve academic and personal goals, and entry level workplace skills. A great value is placed on all of the basic academic skills; however, the majority of the teachers believe reading is the most critical academic goal. School-wide, all teachers are provided with a Language Arts Instructional Focus Calendar. They are required to post the current reading and writing benchmarks and to teach/reinforce those benchmarks during the instruction in all content areas. Focus calendars in mathematics and science are also utilized.

The school employs 54 full-time employees. Of this total, 32 are required to be licensed by the state: two administrators, 22 classroom teachers, two reading coaches, one media specialist, and five student services staff. Fourteen teach general education courses; three teach vocational education; and five are special education teachers. There are two guidance counselors, one school social worker, one school psychologist, and one career specialist. The school also employs eight full-time paraprofessionals to work with students. At the current time, the school has two allocated pool interim teacher positions. Additionally, one full time School Resource Officer is assigned to this school. Our multicultural staff members are from Haiti, Romania, Cuba, India, Japan, Venezuela, the Bahamas, and the United States. The instructional staff is composed of 75 percent female and 25 percent male, with an ethnic make-up as follows: Black - 47 percent; Hispanic - 22 percent; and White - 31 percent.

The majority of the certified staff consists of veteran educators who have an average of 20 years teaching experience. On the average, these educators have been at this school for 16 years. There is only one beginning teacher in the school this year; however, there are six with less than three years teaching experience. There is a strong support system for teachers who are new to the profession and for those who have recently transferred to the school. The support structure includes a professional growth team composed of two National Board for Professional Teaching Standards (NBPTS) certified teachers and a MINT mentor. The



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Professional Growth Team members are available for help as needed and they schedule regular sessions for assistance to new teachers as well as other teachers needing assistance.

There is an instructional leadership team composed of the team/academy leaders, department chairs, reading coaches, and administrators who meet twice monthly. This team works to support school initiatives and to guide the school in the implementation of all strategies outlined in the School Improvement Plan. Additionally, a Positive Behavior Support (PBS) Leadership Team was formed to oversee the implementation of the PBS program in our school. Special programs include the Academy for Fashion Marketing, Plato and NovaNet credit recovery programs, Title I, Secondary School Reform, and mentoring.

The school has had limited success in applying for grants. In addition to receiving grant funds from PBS and Title I, staff has written and been awarded grants for the intergenerational program and an Ed Fund Impact grant for reading materials for the mathematics ESE class.

Various community partners include the Melissa Institute, Shorty's Restaurant, Washington Mutual, Home Depot, and the British-American Chamber of Commerce. Even though these community partners have continued to sustain the PBS rewards initiative and various student incentives, the school continues to seek additional partnerships. An important partner is the University of Florida Miami Dade Cooperative Extension Office who has worked with the school for the past six years in providing an annual science field day, with over 15 community and business presenters. With the changes made in the school configuration, there are many programs that require careful review to insure a viable "fit" and to ensure the success of this academy model school. Various women's coalition groups have come together to formulate a Young Women's Ad Hoc Committee in support of this single gender school. The establishment of the Women of Tomorrow at the school affords additional mentors and guest speakers. Additionally, the University of Miami is partnering with the school in the hope that it will be able to provide individual and family counseling to strengthen families among our population.

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## ***School Foundation***

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### **Leadership:**

J.R.E. Lee Opportunity School utilizes a shared leadership model in which the administrative team and staff work collaboratively to accomplish the mission and goals of the school. The results of Organizational Performance Improvement Snapshot (OPIS) completed in spring of 2007 indicate a composite score of 4.1 in the area of leadership, with the highest average score (4.5) related to knowledge of the school's mission and what it is trying to accomplish. The School Improvement Plan requires both the input and buy-in of the stakeholders if it is to be effective in accomplishing the mission and driving the instructional programs of the school, and there is a high degree of staff involvement in its development, implementation, and monitoring. The school utilizes the Eight-Step Continuous Improvement Model (CIM) as a foundation for planning and evaluating its progress. The administrative team meets monthly with the instructional leadership team consisting of department heads, team leaders, reading coaches, and the test chair. These individuals serve as the liaisons between the administration and their colleagues, disseminating information, reinforcing expectations, and providing guidance. The middle school team and senior high academy both meet twice weekly before school, as do the various departments. Faculty meetings are held twice a month, and both instructional and non-instructional staff attend. J.R.E. Lee is piloting the Positive Behavior Support program, and there is a PBS leadership team that meets twice monthly to address the discipline and behavioral issues so critical to an alternative setting such as ours.

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

Strategic planning is conducted by the administrators and leadership team, in conjunction with the EESAC and staff. The OPIS results for J.R.E. Lee indicate an overall score of 3.9 in the area of strategic planning, with a score of 4.2 for knowledge of the "parts of the work location's plans that will affect me and my work." Objectives and strategies are developed for the School Improvement Plan that address district priorities while meeting the unique needs of our school setting. The Continuous Improvement Model process is ongoing; however, focus groups evaluate progress twice annually using data from a number of sources, including standardized test results, District and site-based assessments, attendance reports, and climate surveys, for the mid-year report and to begin the process for the following year.

### **Stakeholder Engagement:**

J.R.E. Lee receives feedback from its stakeholders through the School Climate Survey as well as the district's Organizational Performance Improvement Snapshot (OPIS). These surveys return information on strengths and weaknesses as perceived by our stakeholders. Unfortunately, based on the dysfunctional nature of many of our students' families, the data from the parent portion of the Climate Survey is skewed because of the lack of returned surveys. The staff reported a 87 percent agreement with the statement "My ability to do the best possible job at this school is limited by lack of concern/support from parents." With parental involvement being such a critical component of student success, we have continuously encouraged parents to become involved in their child's school. Parents are invited to attend team/academy meetings, as well as Child Study Team (CST) and IEP meetings. We provide open house activities with dinner and door prizes for the families. The parent conference day schedule by the District was also successful in bringing in parents. We have hired a part-time Community Involvement Specialist, utilizing Title I funds, to attempt to get more parents actively engaged in our school. While parental involvement is low, J.R.E. Lee is fortunate to have an EESAC that is actively engaged in serving the school and providing leadership. Additionally, as we transition to a single gender school, there have been a number of individuals and organizations who have expressed an interest in working closely with the school. An additional source of input comes from student completion of the alternative education student satisfaction survey.

### **Faculty & Staff:**

J.R.E. Lee has a diverse staff who generally work together to address the needs of our students. At J.R.E. Lee, all staff members are involved in the education of students, either directly or indirectly, and they demonstrate their caring for our special population in their interactions with the students. Staff members participate in professional development at faculty meetings and on teacher workdays and early release days. Learning communities are established each year based on the interests of instructional staff, and the members meet before or after school throughout the year. New teachers are provided with Professional Growth Teams, and the mentor teachers are so effective that many beginning teachers continue working with the team beyond the mandatory first year. J.R.E. Lee has two nationally Board-certified teachers who serve as mentors on an ongoing basis; they provide assistance on topics such as professional development planning, classroom management, and instructional planning.

Working in teams and departments to address the school's priorities, instructional staff has developed a level of collegiality. The OPIS survey indicated that our school scored 3.9 in the category of human resource focus; however, the score for the statement "the people I work with cooperate and work as a team" was only 3.6. The OPIS score for the statement "I have a safe workplace" was the lowest at 3.8; on the school climate survey, 26 percent of the instructional staff responded that they did not feel safe and secure.

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

Our school actively implements the Continuous Improvement Model (CIM) in our efforts to utilize data to drive all facets of instruction. This model provides for constant review and revision of processes and procedures to ensure that data is the driving force governing decisions that affect students. We have developed instructional focus calendars in Language Arts, Mathematics, and Science based on FCAT data and utilize these calendars to promote interdisciplinary support in all content areas. These calendars are revised as needed to reflect students' progress or need for extended coverage of the given topics. Benchmark assessments and providing remediation and enrichment based on analyses of student scores on the mini-assessments are utilized as a part of the CIM process. District interim assessments in reading and mathematics and site-based interim science assessments correlate with the pacing guides and are also utilized to measure student mastery. District and school site writing assessments are evaluated based on the FCAT rubric and are adjusted and used to guide further instruction. All teachers have access to student data via SPI and this data is used to identify individual student needs. Student services staff and team leaders conduct individual "test talks" with students so that students have information on their individual FCAT results. The OPIS results for the category of measurement, analysis, and knowledge management had the highest overall ranking, with a score of 4.3.

### **Education Design:**

As part of the secondary school reform and redesign, J.R.E. Lee utilizes a 4 x 4 block schedule, with students earning eight annual credits in a year. The instructional day is composed of four 90-minute periods, as well as a 14-minute homeroom during which timed reading and vocabulary "words of the day" are introduced. All students complete the required core classes in language arts, mathematics, social studies, and science, and approximately 90 percent are enrolled in mandatory intensive reading and mathematics electives based on their FCAT scores. With the grade 6-12 configuration, middle school students are part of a team, and senior high school students an academy. The focus of our academy model is fashion marketing, with all students in grades 9-12 enrolled in a marketing elective. Other elective offerings include family and consumer sciences courses, graphic design, physical education, communications technology, drama, and foreign language. Students who need to make up credits in core subject areas are scheduled in the Plato (middle school) or NovaNet (senior high) Course Recovery classes. Special Education courses are offered based on the students' Individualized Education Plans; however, the majority of the SPED population is working towards standard diplomas, and students are mainstreamed into the regular education classes with facilitative support provided by the SPED teacher.

### **Performance Results:**





# School Improvement Plan

## 2007-2008



Performance points for the 2007 FCAT were 313, based on the additional criteria of science and adequate progress of the lowest 25 percent in mathematics, with 800 possible points. In comparing the 2007 data with 2006 data, utilizing the same criteria based on 600 points, performance points went from 190 in 2006 to 249 in 2007.

The percentage of students meeting high standards in reading has gone up from 8 percent (2004), 11 percent (2005), 12 percent (2006) to 16 percent in 2007. In mathematics, percentages went from 6 (2004), 10 (2005), 12 percent (2006), to 21 percent in 2007. Writing, which had shown a three year decline – from 87 to 81 to 52 percent, was 89 percent in 2007. The percentage making annual learning gains in reading dropped from 42 percent in 2006 to 37 percent in 2007, and the percentage making annual learning gains in mathematics was 50 percent compared to 39 percent in 2006. The percentage of students in the lowest quartile making learning gains in reading increased slightly, from 33 percent in 2006 to 36 percent in 2007. The percent in mathematics was 50.

There are a number of factors that negatively impacted our test scores; however, poor attendance/truancy was the most critical. With approximately 30 percent of the students classified as truants and an average attendance rate of 74 percent, continuity of instruction was a major issue. In spite of the low attendance, every effort was made to bring in all students for testing. The percent tested increased over the past three years from 75 (2004) to 78 (2005) to 84 (2006) percent to 92 percent in 2007. A significant factor in the decrease in learning gains for both reading and mathematics for 2007 was the large number of students who were retained from the previous year, whether at Lee or their home school, who had to move up a level regardless of the number of points earned. Another factor was the number of students for whom there was no test data for the previous year.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

☑	Different Innovative Approaches to Instruction
☑	Responsibility of Teaching Reading for Every Teacher
☑	Quality Professional Development for Teachers and Leaders
☑	Small Learning Communities (SLC)
☑	Intensive Intervention in Reading and Mathematics
☑	Course Choice Based on Student Goals / Interests / Talent
☑	Master Schedules Based on Student Needs
☑	Parental Access and Support
☑	Applied and Integrated Courses
☑	Academic and Career Planning

**Different Innovative Approaches to Instruction:**

Within the redesign of alternative schools, our school went from a middle school co-ed design to a single-gender, grade 6-12 configuration. This change alone mandated different and innovative approaches to instruction. In conjunction with the secondary school reform initiative, the faculty voted to offer a 4 x 4 schedule to allow students the opportunity to earn eight credits within the school year and to participate in a credit recovery program during the school day. Through our redesign, including the mandatory school uniforms, students are less focused on socializing and better focused for learning. The 90-minute instructional block provides ample opportunity for teachers to ensure on-task performance, address the need for individual assistance, and provide follow-up and in-class reinforcement. With the eight period schedule, struggling students are able to participate in intensive reading and mathematics classes and still have access to the high-interest elective offerings.

**Responsibility of Teaching Reading for Every Teacher:**

The responsibility of teaching reading for every teacher is emphasized in the development of the teachers' individual professional development plans, which include reading as a training objective as mandated in the District's Comprehensive Research-based Reading Plan (CRRP). Each teacher recognizes the foundation skill of reading as essential to the success of each student. The reading coaches work with instructional staff and paraprofessionals to ensure effective classroom strategies for student learning, and emphasis is placed on all core reading components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. A school wide focus calendar is used so that all teachers are able to provide activities in support of the benchmarks. Subject area teachers place special emphasis on content vocabulary, incorporating Reciprocal Teaching Strategies to ensure student comprehension of the subject. Word walls, classroom libraries, and independent and whole class reading are utilized throughout the school.

**Quality Professional Development for Teachers and Leaders:**

A comprehensive offering of quality professional development opportunities is offered to staff via school site, region, and District workshops. In conjunction with the development of their individual professional development plans, instructional staff is surveyed to determine training needs based on student data and identified weaknesses. Early release training is extensive, with topics this year including secondary school reform, inclusive practices, reading and writing across the curriculum, and mentoring. The two full day professional development workshops will address teaching in the block schedule and differentiated instruction. Additionally, each year many instructional staff members participate in learning communities before and/or after school based on their interests. Additional workshops have been scheduled utilizing stipends so that teachers can receive CRIS and Read 180 training.

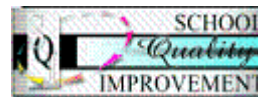
**Small Learning Communities:**

As a single gender 6-12 school with limited enrollment, the students are divided into two small learning communities, one



# School Improvement Plan

## 2007-2008



for middle school and one for senior high school. Teachers of middle grade students meet twice weekly as a team to address the individual learning styles and strategic accommodations, as well as behavioral issues, related to their students. Teachers of the senior high school students also meet twice weekly as an academy to address similar concerns relative to the senior high school population.

### Intensive Intervention in Reading and Mathematics:

With the addition of the eight period block schedule, all FCAT Level 1 and 2 students are provided with intensive intervention in reading and mathematics. Students are scheduled in Intensive Reading or Intensive Reading Plus courses per CRRP guidelines, and in regular grade level mathematics as well as intensive mathematics courses. Both language arts and mathematics teachers center instruction around the school's focus calendars, and bi-weekly mini benchmark assessments are used to identify student progress and facilitate remediation and enrichment. Currently, the average class has a 10:1 student-teacher ratio, with SPED teachers offering facilitative support to ensure that all students receive direct instruction aligned with grade-level benchmarks and utilize strategies to correct individual deficiencies. A variety of research-based instructional materials and technology, innovative Web-supported learning, and individual assistance guide the enhanced learning of our students.

### Course Choice based on Student Goals/Interests/Talent:

The diversity of course choice based on student goals, interests, and talents is somewhat limited due to the low enrollment. However, the school wide academy for fashion marketing provides a high-interest and relevant focus around which instruction becomes more meaningful. In addition to the marketing electives, students can also choose from electives such as graphic design, communications technology, clothing production, creative writing, drama, and foreign language.

### Master Schedule Based on Student Needs:

The design of the master schedule was based on student needs, which were projected based on an assessment of the currently assigned population, as well as the projected incoming population. Provisions were made in the event that additional courses were needed at an advanced level, and extra teaching period supplements will be utilized later in the year if feasible based on increased student enrollment.

### Parental Access and Support:

The importance of parental access and support is emphasized during the intake process when parents meet with the team/academy counselor, career specialist, and school social worker to review contracts related to attendance, readiness to learn, uniform policy, and exiting criteria. Parents and their children participate in "test talks" with the school counselor, and review the student's Personal Improvement Plan during intake. Additionally, the use of the Parent Internet Viewer to monitor their child's attendance and academic progress is also discussed with parents at this time. When a student is absent, parents are notified via Connect-Ed, as well as by the school counselors. Parents are encouraged to attend team/academy meetings to discuss their child's progress, and teachers communicate with parents regularly relative to academic or behavioral concerns.

### Applied and Integrated Courses:

Applied and integrated courses provide the opportunity for our learners to make real-world connections. The school looks to the utilization of hands-on learning activities, computer based programs that simulate laboratory experiences, and the spiraling and scaffolding of mathematics and science as a means of connecting classroom activities to life realities. Common planning, team meetings, and data disaggregation guide coordinated and interdisciplinary units. Our academy focus of fashion marketing provides our students with a purview of essential skills for gaining the attention of one's intended audience and incorporating those skills into one's goals for personal and interpersonal development. The International Society for Technology in Education Standards (ISTE) are incorporated in technology based instruction.

### Academic and Career Planning:

Academic and career planning is an integral aspect of students' course of study at this school. Beginning with the development of a Personal Improvement Plan and throughout the delivery of the Tools for Success curriculum, students participate in a number of activities designed to assist them in the achievement of their goals. All middle school students are assigned to a semester class in Life Choices, thereby meeting the middle school career planning requirement, and freshman students are assigned to the freshman academy course utilizing the Recapturing the Vision curriculum. Counselors will meet with students individually to conduct test talks related to the FCAT and to assist students in setting their academic goals. Choices and Choices Explorer will be used with both senior high and middle school students as they develop a career portfolio and explore career options with the assistance of the career specialist.

### Reading Goal

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

**Florida Education Priorities**

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"/>

**Reading Statement**

Students in grades 6-12 will increase their reading skills.

**Needs Assessment**

Results of the 2007 FCAT Reading indicate that 16 percent of the student population met high standards (Level 3 or above) based on those students enrolled at J. R. E. Lee for both FTE periods. This is an improvement from the previous years, with 11 percent in 2005 meeting high standards, and 12 percent in 2006. Out of the total population taking the test (including students here for only one FTE period), the percentage of students meeting high standards was also 16 percent, with 69 percent scoring at Level 1; 15 percent at Level 2; 14 percent at Level 3; and 2 percent at Level 4. There were no students scoring at Level 5. There were not sufficient numbers of students tested who were classified as White, Limited English Proficient, African-American, Hispanic, Economically Disadvantaged, or Students with Disabilities to be characterized as sub-groups; however, an analysis of the students' individual scores indicates a similar need for improvement across the population. Of those students who were here for both FTE periods, 37 percent demonstrated annual learning gains in reading, a decrease from 42 the previous year. Of those students in the lowest quartile, 36 percent made adequate progress in reading, an increase from 33 in 2006.

An analysis of content cluster results for reading performance in grade six showed the highest scoring in the strands of words/phrases and main idea/purpose with 40 percent correct. The lowest cluster for sixth grade was reference/research at 29 percent. Seventh grade content cluster analysis revealed that comparisons was the strongest area with 44 percent correct followed by reference and research and words/phrases with 43 percent correct. The main idea/purpose cluster was the weakest area with 41 percent correct. An analysis of eighth grade results showed 43 percent scoring correctly in both words/phrases and comparisons and 42 percent scoring correctly on main idea/purpose. The reference and research was the lowest area with only 31 percent scoring correctly.

In reviewing the 2007 FCAT Levels for our current population, 73 percent of the students scored at Levels 1 and 2. These scores are significantly different for the middle school and senior high school students. Scores for the middle school students include 37 percent at Level 1, 26 percent at Level 2, and 37 percent at Level 3. Scores for the senior high school students include 64 percent at Level 1, 18 percent at Level 2, and 18 percent at Level 3. There are three students in eleventh grade, with two scoring FCAT Level 1 and one having passed the FCAT Reading. The only senior has also passed the FCAT Reading.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>



# School Improvement Plan 2007-2008



## **Measurable Objective**

Given instruction using the Sunshine State Standards, students in grades six through ten will improve their reading skills as evidenced by 58 percent of the students scoring at Level 3 and above on the 2008 Reading FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of the students in grades eleven and twelve retaking the FCAT Reading examination will meet the state requirement for graduation with a Developmental Scale Score of 1926 or higher.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and provide a schedule for the implementation of Reciprocal Teaching Strategies (RTS) across the curriculum.	Principal, Assistant Principal, Reading Coaches, all instructional staff	9/19/07	5/30/08	District-wide Literacy Plan	0
Administer the Standardized Test for Assessment of Reading (STAR) to all students and monitor the books students select to insure that they are reading within their Zone of Proximal Development (ZPD).	Principal, Assistant Principal, Media Specialist, Reading Coaches, Language Arts and Reading teachers	9/04/07	5/27/08	District-wide Literacy Plan	0
Utilize the grade level appropriate FCAT preparation workbooks bi-weekly in language arts classes in conjunction with state adopted textbooks to practice FCAT-like questions and format.	Principal, Assistant Principal, Language Arts Chairperson, Language Arts Teachers	9/04/07	5/27/08	District-wide Literacy Plan	2000
Schedule students who failed a language arts class in the Plato or NovaNet language arts credit recovery program in lieu of an elective.	Principal, Assistant Principal, Counselors	6/05/07	1/17/08	District-wide Literacy Plan	0
Use results of the diagnostic and formative assessments such as benchmark assessments, District interim assessments, the FORF, the SRI, and the Diagnostic Assessment of Reading to guide scheduling and to differentiate instruction accordingly.	Principal, Assistant Principal, all Instructional Staff	08/21/07	5/27/08	District-wide Literacy Plan	0
Develop and implement an instructional focus calendar to be utilized across the curriculum, with emphases on the assessed reading and writing benchmarks. Test students through bi-weekly mini assessments and differentiate instruction according to FCIM.	Principal, Assistant Principal of Curriculum, Reading Coaches, Language Arts Teachers	8/15/07	5/27/08	District-wide Literacy Plan	0
Introduce new library books to students, utilizing book talks, in all language arts classes.	Principal, Assistant Principal, Media Specialist, Language Arts Chair, Language Arts Teachers	8/21/07	5/27/08	Seamless PreK-12 Curriculum	30000
Provide a 10-minute period daily during which activities will be rotated between timed readings to increase reading/comprehension and "word of the day" activities to increase vocabulary.	Principal, Assistant Principal, Reading Coaches, Homeroom Teachers	9/21/07	5/27/08	Academic Enrichment Opportunities	2000
Implement the Team Reading incentive program to encourage individual participation in the Accelerated Reader (AR) Program throughout the year.	Principal, Assistant Principal, Media Specialist	9/04/07	5/15/08	Academic Enrichment Opportunities	300
Provide, during the third quarter, weekly pull-out tutoring in reading for targeted students during elective classes and through Saturday school.	Principal, Assistant Principal, Selected Staff	1/23/08	5/27/08	District-wide Literacy Plan	2000
Provide professional development to support literacy schoolwide through participation in workshops on CRISS, Read 180, and other District initiatives. Utilize reading coaches to facilitate a reading learning community and to model reading lessons in all content area classrooms.	Principal, Assistant Principal, Reading Coaches	8/13/07	5/15/08	District-wide Literacy Plan	1200
Utilize CRISS strategies daily in language arts and reading classes.	Principal, Assistant Principal, Reading Coaches, Language Arts and Reading Teachers	8/20/07	5/15/08	District-wide Literacy Plan	0
Provide students at or above grade level with enrichment activities to increase academic achievement.	Principal, Assistant Principal, Teachers	8/20/07	5/30/08	Academic Enrichment Opportunities	0
Provide instruction to students in social studies classes on reference and research skills to enhance their ability to interpret data from graphs, charts, timelines, tables, and maps on a weekly basis.	Principal, Assistant Principal, Social Studies Department Chair, Social Studies teachers	10/1/07	5/30/07	District-wide Literacy Plan	0

### Research-Based Programs





# School Improvement Plan 2007-2008



Language of Literature (McDougal Littell), High Point (Hampton & Brown), Read 180, Reading Advantage, Read XL, Creating Independence through Student-owned Strategies (CRISS), Accelerated Reader, STAR, and LEARN (Literacy Essentials Reading Network), Timed Readings Plus (Jamestown Publishers), and Reading and Writing Sourcebook (Level 9 and 10).

## **Professional Development**

The majority of the instructional staff will receive training in the following: Data Analysis and the Use of Student Performance Indicators (SPI), Edusoft, LEARN (Literacy Essentials and Reading Network), Reading Across the Content Areas, and Reciprocal Teaching Strategies. Selected teachers will receive CRISS, READ 180, Read XL training, and District workshops as available. The reading coaches will attend various District workshops throughout the year. Additionally, a number of teachers are completing online courses for the reading endorsement.

## **Evaluation**

This objective will be evaluated by summative results of the 2008 FCAT administration. Progress will be monitored and evaluated by the results on bi-weekly benchmark assessments, the Scholastic Reading Inventory (SRI), school site assessments, and District interim assessments. Feedback from site visitations will be used to improve performance in reading as part of the Florida Continuous Improvement Model process. FCAT Level 1 and 2 students will be tested three times a year utilizing the (Florida Oral Reading Fluency) FORF reading assessment, and students who do not show progress may receive further testing using the Diagnostic Assessment of Reading.

### Mathematics Goal

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

**Florida Education Priorities**

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"/>

**Mathematics Statement**

Students in grades 6-12 will increase their mathematics skills.

**Needs Assessment**

Results of the 2007 FCAT Mathematics Test indicate that 21 percent of the student population at J.R.E. Lee met high standards (Level 3 or above) based on those students enrolled at J. R. E. Lee for both FTE periods. This continues an improvement trend from previous years, with six percent meeting high standards in 2004, 10 percent in 2005, and 12 percent in 2006. Out of the total population tested, 16 percent met high standards compared to 10 percent in 2006, with 57 percent at Level 1 (compared to 72 percent in 2006) and 27 percent at Level 2 (compared to 19 percent in 2006). In comparing scores across grade levels, grade six students went from zero percent meeting high standards in 2006 to 12 percent in 2007; grade seven showed a decline, going from 19 percent in 2006 to 14 percent in 2007; and grade eight went from four percent in 2006 to 18 percent in 2007. There were not sufficient numbers of students tested who were classified as White, Limited English Proficient, African American, Hispanic, Economically Disadvantaged, or Students with Disabilities to be identified as sub-groups; however, an analysis of their individual scores indicates a similar need for improvement across the population. Of those students who were here for both FTE periods, 50 percent demonstrated annual learning gains in mathematics, a significant increase from the previous year's 37 percent, and 50 percent of the lowest quartile demonstrated learning gains.

An analysis of student scores by strands shows considerable differences by grade level. Sixth grade performance showed Number Sense, Data Analysis, and Geometry all scoring at 33 percent correct. Algebra Thinking was the next highest strand with 25 percent correct and Measurement was the lowest areas with 22 percent correct. Seventh graders performed at 33 percent in the four content areas of Number Sense, Measurement, Algebraic Thinking and Data Analysis. Geometry was the lowest area at 25 percent correct. Eighth graders showed the highest strand mastery in Number Sense and Measurement, both at 33 percent correct, and all of the remaining content areas at 25 percent for Geometry, Algebraic Thinking and Data Analysis.

In reviewing the 2007 FCAT Levels for our incoming population, which includes grades 6-12, 93 percent of the students scored at Levels 1 and 2. These scores differ somewhat for the middle school and senior high school students. Scores for the middle school include 60 percent at Level 1, 36 percent Level 2, and four percent at Level 3. Scores for the senior high school students include 64 percent at Level 1, 25 percent at Level 2, and nine percent at Level 3.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through ten will improve their mathematics skills as evidenced by 62 percent of students scoring at Achievement Level 3 or above on the 2008 Mathematics FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of students in grades eleven and twelve retaking the FCAT Mathematics examination will meet the state requirement for graduation with a Developmental Scale Score level of 1889 or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with a weekly list of mathematics vocabulary terms related to the benchmarks being taught and utilize the terms in the completion of mathematics activities.	Principal, Assistant Principal, Mathematics Department Chair, Mathematics Teachers	8/20/07	6/01/08	Seamless PreK-12 Curriculum	0
Monitor implementation of the District Pacing Guide to ensure all Sunshine State Standards and benchmarks are addressed prior to assessments.	Principal, Assistant Principal, Mathematics Department Chair, Mathematics Teachers	8/27/07	5/30/08	Seamless PreK-12 Curriculum	0
Provide school site staff development for mathematics instructors, including SPED teachers, and arrange for mathematics teachers to participate in District recommended inservices when available.	Principal, Assistant Principal, Professional Development Liaison, Math Coach	8/20/07	5/30/08	Seamless PreK-12 Curriculum	500
Schedule students who failed a math class in the Plato or NovaNet credit recovery math program in lieu of an elective.	Principal, Assistant Principal, Grade Level Counselors	6/30/07	1/23/08	Seamless PreK-12 Curriculum	0
Develop and implement an instructional focus calendar for all mathematics classes following the District pacing guides.	Principal, Assistant Principal, Mathematics Department Chair, Mathematics Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Administer bi-weekly benchmark assessments and interim District assessments, and use results to monitor student progress on benchmarks and adjust and differentiate instruction.	Principal, Assistant Principal, Mathematics Department Chair, Mathematics Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Use research-based computer programs such as Riverdeep, Cognitive Tutor, ExploreLearning, and Plato to address specific student needs.	Principal, Assistant Principal, Mathematics Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Provide tutoring on Saturdays during the third grading period to concentrate on benchmark review and practice.	Principal, Assistant Principal, All Teachers, Math Coach	1/23/08	3/26/08	Seamless PreK-12 Curriculum	2000
Provide intensive mathematics classes for FCAT Level 1 and 2 students and target individual needs of students.	Principal, Assistant Principal, Mathematics Department Chair, and Mathematics Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Math and Connections Course 1, 2, & 3 (Glencoe/McGraw Hill); Aim Higher!; FCAT Math (Great Source Education Group); Measuring Up to the Sunshine State Standards and Success Strategies for the FCAT (People's Publishing Group, Inc.); Riverdeep; Plato; NovaNet; Discovering Algebra, Geometry (Key Curriculum Press); ExploreLearning and Bridges to Algebra (Cognitive Tutor)

### Professional Development

All teachers will be trained to utilize the Student Performance Indicators (SPI) data, and math teachers will participate in site level training on mathematics topics, particularly related to technology and the use of manipulatives. Math teachers will also participate in District-sponsored inservices as provided.

### Evaluation



# School Improvement Plan 2007-2008



This objective will be evaluated by scores on the 2007 retake and 2008 FCAT for Mathematics. Site developed mini-assessments will provide formative assessments in tested strands, which will be used to monitor progress and adjust instruction. District interim assessments will be interpreted through Edusoft and used to adjust instruction. Feedback from site visitations will be used to improve performance in mathematics as part of the Florida Continuous Improvement Model process.

## Writing Goal

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

#### **Florida Education Priorities**

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"/>

### **Writing Statement**

Students in grades 6-12 will increase their writing skills.

### **Needs Assessment**

Sixty-nine percent of J.R.E. Lee's grade eight students met the state mastery level of 3.5 or above on the 2007 administration of the FCAT Writing+, compared to 46 percent the previous year. This includes all grade eight students tested at the school. For the accountability group (those students present for both FTE periods), 89 percent scored 3.5 and above. Ninety-three percent of the students tested scored at the mastery level of 3.5 or above in Expository Writing, with a mean score of 4.0. Fifty percent scored at the state mastery level in Persuasive Writing, with a mean score of 3.2. In comparison to last year's results, the school's overall mean score was 3.5, as compared to the 2006 mean score of 3.0. On the Writing+ examination, the mean scale score was 219, compared to 208 in 2006, with only 12 percent at Level 3 and above.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades eight and ten will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at Achievement Level 3.5 or above on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development on the Florida Writing+ Rubric, and Write Traits.	Principal, Assistant Principal, Professional Development Liaison	8/20/07	5/30/08	District-wide Literacy Plan	0
Maintain writing portfolios of student products based on FCAT writing strategies to assist teachers and students in assessing writing progress in language arts classrooms.	Principal, Assistant Principal, Language Arts Department Chair, Language Arts Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
Infuse FCAT writing activities into the school's indoor suspension program to include one hour of writing instruction daily.	Principal, Assistant Principal, School Center for Special Instruction Teacher	8/20/07	5/30/07	District-wide Literacy Plan	0
Identify FCAT Writing deficiencies and develop and implement writing strategies for use across the curriculum via the Writing Learning Community.	Principal, Members of Writing Learning Community	8/20/07	5/30/08	Education Innovation	0
Require each student to write to an FCAT prompt, a majority of which will be persuasive, a minimum of two times per marking period in all non-Language Arts classes.	Principal, Assistant Principal, Classroom Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
Require each student to write to an FCAT prompt a minimum of two times per month in language arts classes and use the FCAT rubric to evaluate responses.	Principal, Assistant Principal, Language Arts Department Chair, Language Arts Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
Implement the District writing assessment semi-annually for grades six through ten to monitor student performance and adjust instructional programs accordingly.	Principal, Assistant Principal, Test Chair	8/20/07	5/30/08	District-wide Literacy Plan	0
Provide writing instruction in a Creative Writing elective course for all students in eighth and tenth grades which focuses on the six traits of writing, including emphasis on grammar and composition.	Principal, Assistant Principal, Language Arts Department Chair, Creative Writing Teacher	8/20/07	5/30/08	District-wide Literacy Plan	0

### Research-Based Programs

Florida Writes! (Department of Education); Writer's Choice (Glencoe), Inside Writing Program (Great Source), Sharpen Up and Buckledown (Buckledown), Write Traits (Great Source), and Elements of Writing (Holt)

### Professional Development

Selected instructional staff will receive training on the writing process, the use of the Write Traits, and writing across the curriculum. A school-site Writing Learning Community will afford participants training opportunities to impact writing achievement school wide.

### Evaluation

Results of the 2008 FCAT Writing+ will be used to evaluate this objective. School-site pre and post tests, along with District assessments, will be used to determine mastery. Student writing portfolios will be used for ongoing formative assessment. Feedback from site visitations will be used to improve performance in writing as part of the Florida Continuous Improvement Model process.

## Science Goal

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

#### **Florida Education Priorities**

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"/>

### **Science Statement**

Students in grades 6-12 will increase their science skills.

### **Needs Assessment**

The 2007 FCAT Science data reflects a mean scale score of 214 as compared to a mean score of 182 in 2006. Of the total number of eighth grade students tested, 83 percent scored at Level 1, ten percent at Level 2, and seven percent at Level 3. For the accountability group (students present both FTE periods), 14 percent met high standards. Disaggregated data, by strands, reflects the greatest weakness in Physical and Chemical Sciences (21 percent), with the other content areas of Earth/Space Sciences (33 percent), Life and Environmental Sciences (31 percent), and Scientific Thinking (33 percent) scoring at approximately the same level.



### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades eight and eleven will increase by 25 percentage points on the 2008 FCAT Science Test when compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the District curriculum pacing guide for science to direct classroom instruction in grades 6-12.	Principal, Assistant Principal, Science Department Chair, and Science Teachers	8/21/07	5/27/08	Seamless PreK-12 Curriculum	0
Implement weekly hands-on activities and/or laboratory experiments in grades 6-12 that correlate to the FCAT Science benchmarks and address the varying learning styles of our students.	Principal, Assistant Principal, Science Department Chair, and Science Teachers	8/21/07	5/27/08	Seamless PreK-12 Curriculum	1000
Require all students to maintain a science journal and/or portfolio to demonstrate their achievement in science.	Principal, Assistant Principal, Science Chairperson, and Science Teachers	8/27/07	5/23/07	Seamless PreK-12 Curriculum	0
Integrate CRISS strategies a minimum of once a week to enhance science vocabulary and foster critical thinking skills.	Principal, Assistant Principal, Science Department Chair, and Science Teachers	8/21/07	5/30/08	District-wide Literacy Plan	0
Require students to complete projects related to one of the science strands (Scientific Thinking, Life and Environment, Earth and Space, and Physical and Chemical) each quarter.	Principal, Assistant Principal, Science Department Chair, and Science Teachers	8/21/07	5/23/08	Seamless PreK-12 Curriculum	0
Provide a school wide science field day in collaboration with the University of Florida/Miami-Dade County Cooperative Extension.	Principal, Assistant Principal, and Senior High Academy Leader	8/28/07	4/30/08	Seamless PreK-12 Curriculum	0
Administer content strand benchmark assessments to all students and use assessment data to improve student learning and provide differentiated instruction as needed.	Principal, Assistant Principal, Science Department Chair, Science Teachers	9/28/07	5/16/08	Seamless PreK-12 Curriculum	0
Utilize monthly science focus calendars to guide instruction.	Principal, Assistant Principal, Science Department Chair, Science Teachers	9/18/07	5/23/08	Seamless PreK-12 Curriculum	0
Enroll eleventh grade students in integrated science classes to enhance scientific skills development and benchmark mastery.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/21/07	4/7/08	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Florida Science, grades 6-8 (Glencoe); Sharpen Up for Science (FCAT Science Workbook); and Science in Review, grades 10-11, (Glencoe); Earth Science Geology, the Environment, and the Universe, grade 9 (Glencoe); Biology, grade 10 (Prentice Hall); and Physical Science with Earth Science (Glencoe).

### Professional Development

Teachers will participate in training related to Student Performance Indicators (SPI) and Reading and Writing Across the Curriculum. Science teachers will participate in District-sponsored workshops such as Human Growth training, if provided. The Science Chair will attend District inservices for chairpersons and the Integrated Science Curriculum ongoing workshops.

### Evaluation



# School Improvement Plan 2007-2008



Results from the 2007 Science FCAT will be used to evaluate this objective. Data provided by content strand benchmark assessments will be utilized by science teachers in grades 6-12 to identify deficiencies related to the Science FCAT strands and to target areas in which students need individual help. Feedback from site visitations will be used to improve performance in science as part of the Florida Continuous Improvement Model process.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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 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 type="checkbox"/>

### **Parental Involvement Statement**

Increase parental involvement as a means of bridging the gaps between school, home, and the community in order to improve student performance.

### **Needs Assessment**

As an alternative education program, the Young Women's Academy for Academic and Civic Development at J. R. E. Lee Opportunity School services students throughout the lower portion of the county, with boundaries extending over 40 miles from north to south and from east to west across the lower southern end of the county. As a result, our parental involvement is extremely limited. Most of our students' parents are less than adequate in their own educational attainment, come from or live in a lower socio-economic community, and/or lack transportation. Many of the parents are in low-paying jobs that do not afford them the opportunity to participate in activities/meetings at the school. There is a need for a Parent Teacher Student Association, although parents have not traditionally served as volunteers in the school setting. The School Climate Survey distributed annually to every household had an almost nonexistent return rate. Few parents attend the annual Open House and other activities, although there has been an increase in the number each year. Considering these factors, it is difficult to have the level of parental involvement needed to foster a positive school-to-home relationship.

### Measurable Objective

Given school-wide focus on the need for parental involvement, the school will demonstrate an increase of five percentage points in the number of parent/family members who attend one or more school functions during the 2007-08 school year when compared to 2006-07, as documented by sign-in sheets and contact logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents verbally and through Connect-Ed to attend Parent/Teacher/Student conferences (via team/academy meetings or Child Study Teams), during which student strengths and weaknesses are discussed and strategies are collaboratively formulated.	Principal, Student Services Staff, Registrar	8/20/07	5/30/08	Parental Choice Options	0
Conduct parent workshops in conjunction with District-scheduled parent conferences/events at the school site on topics such as FCAT Strategies, Parent Internet Viewer (PIV), graduation requirements, and community resources.	Principal, Student Services Staff	9/18/07	4/15/08	Parental Choice Options	200
Provide a parent resource center which will provide parents with counseling resources as well as information on upcoming workshops and school events.	Principal, Student Services Staff	8/20/06	5/30/07	Exchange Meaningful Information	1000
Mail multilingual flyers, newsletters, and parent letters informing parents of workshops and activities such as Open House and available resources.	Principal, Student Services Staff	8/20/06	5/30/07	Exchange Meaningful Information	500
Provide parents and students with an in-depth orientation during the registration process which allows them the opportunity to meet student services staff and administration to discuss academic and behavioral issues and complete contracts.	Principal, Assistant Principal, Student Services Staff, Registrar	8/20/07	5/30/08	Exchange Meaningful Information	0
Utilize the computerized parent calling program on a daily basis to notify parents whenever a student is absent as well as to inform them of upcoming events. Assign student services staff to make daily contact with the families of absent students and monitor through call logs.	Principal, Assistant Principal, Students Services Staff	8/20/07	5/30/08	Truancy Prevention	0
Conduct home visits to encourage student attendance and provide outreach services to parents who have limited transportation.	Principal, Student Services Staff, Community Involvement Specialist	8/20/06	5/30/07	Truancy Prevention	200
Document parental involvement in school activities, conferences, and functions via sign-in sheets and contact logs.	Principal, Assistant Principal, Activities Director, Student Services Chair, Special Education Department Chair, School Social Worker	8/20/07	5/27/08	Parental Choice Options	0

### Research-Based Programs

National PTA Standards for Parent Family Involvement Program

### Professional Development

Student services staff will participate in District sponsored training related to parental involvement and volunteer participation throughout the school year. Student services staff will attend District in-services and workshops for their respective departments (i.e. middle and senior high guidance, social worker, psychologist, and career specialist), which generally provide some training geared towards increasing parental involvement.

### Evaluation

This objective will be evaluated using attendance/rosters, sign-in sheets, and contact logs for activities/meetings and social worker home visit records.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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*

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

### **Discipline & Safety Statement**

Provide effective interventions for problem behaviors which will encourage order, consistency, and a safe learning environment.

### **Needs Assessment**

An analysis of District data reveals that J.R.E. Lee Opportunity School had the lowest attendance of all schools in the District, with an average attendance of 74.33 percent for the 2006-07 school year. This was an increase from the 2005-06 school year's rate of 67.75. In comparing quarterly data for 2006-07 to quarterly data for 2005-06, gains ranged from 3.05 and 2.88 percentage points (1st and 4th quarter) to 10 points the 2nd quarter and 15.16 points the 3rd quarter. Historically, approximately 40 percent of all absences have been due to outdoor suspensions. Attendance continues to be a challenge; therefore, the school is using the Positive Behavior Support Program to address behavior related problems which greatly impact the school's attendance and suspension rate. According to the 2006-07 District Referral Action and Suspensions Report, there were 931 incidents of outdoor suspension, compared to 1,303 incidents in 2005-06. Indoor suspension was used in lieu of outdoor suspension 434 times, compared to 414 in 2005-06. The results of the School Climate Survey for instructional staff indicate that 56 percent feel that adequate disciplinary measures are used. Twenty-seven percent feel that their ability to do the best possible job is limited by school violence; 36 percent by gang activity, and 47 percent by student substance abuse.

### Measurable Objective

Given school wide implementation of the Positive Behavior Support (PBS) Program, students will improve their conduct as evidenced by a 10 percent decrease in the number of instructional days missed due to outdoor suspensions during the 2007-2008 school year when compared to the 2006-2007 year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide student orientation for incoming students related to the school's expectation for student behavior including behavioral contracts signed by parent and student.	Administration, Student Services Staff	8/20/07	5/30/08	Truancy Prevention	0
Review the Code of Student Conduct each quarter through orientation/ discipline assemblies.	Administration, Student Services Staff	8/20/07	5/30/08	Alternative Education	0
Increase communications with parents for students who are suspended including parental conferences to reduce the number of days of school missed.	Administration and Student Services Staff	8/27/07	5/30/08	Alternative Education	0
Provide early preventive measures to correct inappropriate behaviors through parent conferences, student conferences, and re-teaching appropriate behaviors, and log all parent conferences to address student behaviors.	Administration, Teachers, Grade Level Counselors	8/20/07	5/30/08	Exchange Meaningful Information	0
Develop and implement a calendar of activities for the completion of Personal Improvement Plans and the Tools for Success transition curriculum, by student services staff in the classroom.	Principal, Student Services Chairperson, Student Services Staff	8/20/07	4/08/08	Alternative Education	0
Develop, implement, and monitor a system of expectations, consequences, and rewards that are consistent with the PBS program.	Principal, PBS Leadership Team	8/20/07	5/30/08	Alternative Education	5000

### Research-Based Programs

Positive Behavior Support (PBS) and Tools for Success

### Professional Development

All PBS Members have received inservice training on Positive Behavior Support procedures. Colleagues received refresher training related to PBS on the teacher workday prior to school's opening. The District is providing additional follow-up PBS Training to selected team members in October 2007.

### Evaluation

Success will be measured by a reduction in the number of instructional days missed due to outdoor suspensions for infractions of the Code of Student Conduct, when comparing 2008 to 2007 data. Formative evaluation will be based on analysis of parent conferences/team logs, and early interventions, as evidenced via the Student Case Management Forms. Summative evaluation will be based on the Student Case Management (SCM) report record.

## Technology Goal

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

#### **Florida Education Priorities**

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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"/>

#### **Miami-Dade County Public Schools**

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

### **Technology Statement**

Utilize technology school wide to increase technological proficiency, develop career awareness, and prepare students to compete in a global society.

### **Needs Assessment**

With the inclusion of J.R.E. Lee in the District's secondary school reform initiative and in conjunction with our redesign as a grades 6-12 academy, there is a need for stronger technological involvement and proficiency, as well as career awareness and exploration at the Young Women's Academy for Academic and Civic Development at J. R. E. Lee. Additionally, there is a need to insure that all senior high students demonstrate computer literacy, consistent with ISTE Standards, as required for graduation.

### Measurable Objective

Given an emphasis on academic and career planning, in conjunction with our secondary school redesign, 70% of the students enrolled in Life Choices and Fashion Marketing classes will complete an electronic career portfolio.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an opportunity for each student enrolled in Life Choices and Fashion Marketing to complete an electronic portfolio and resume as per the ISTE Standard for Creativity and Innovation.	Principal, Career Specialist, Elective Teachers	08/20/07	05/30/08	Secondary School Reform	0
Provide professional development to instructional and paraprofessional staff on the utilization of the Choices and Choices Explorer program as per the ISTE Standard for Digital Citizenship.	Principal, Career Specialist	8/20/07	5/30/08	Secondary School Reform	0
Implement Choices and Choices Explorer programs through Life Choices and Fashion Marketing classes and require students to complete a personalized career plan as per ISTE Standards for Research and Information Fluency and Critical Thinking, Problem Solving and Decision Making.	Principal, Student Services Staff, Applied Technology Teachers	8/20/07	5/30/08	Secondary School Reform	0

### Research-Based Programs

Choices and Choices Explorer

### Professional Development

Selected staff will be provided with school-site training on the use of the Choices and Choices Explorer programs.

### Evaluation

This objective will be evaluated by the percentage of students in Life Choices and Fashion Marketing completing Choices and Choice Explorer electronic career portfolios.



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Health & Physical Fitness Statement**

Increase the level of physical fitness and health awareness in our students.

### ***Needs Assessment***

National statistics indicate that 30 percent of today's teenagers are overweight. It is estimated that the average teenager spends four hours daily in sedentary occupations such as watching television, playing video games, and surfing the internet as compared to 15 minutes daily in physical activities. For students at J.R.E. Lee, this problem is compounded by the fact that students spend as much as two hours daily on the school bus being transported to and from school, thus limiting their opportunities to engage in after-school physical activities. J.R.E. Lee will assess student fitness and programmatic success utilizing the FITNESSGRAM Program.

### Measurable Objective

Given instruction using the Sunshine State Standards in physical education, 25 percent of the physical education students at J.R.E. Lee will achieve award status via FITNESSGRAM program awards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the FITNESSGRAM program as a daily part of lesson plans in Physical Education classes.	Principal, Assistant Principal, Physical Education Teacher	10/1/07	5/15/08	Student Wellness	0
Increase awareness and participation in physical fitness by providing an opportunity for students to participate in school wide physical fitness competitions and intramural activities.	Principal, Physical Education Teacher, Intramural Coaches	10/1/07	5/15/08	Student Wellness	1000
Increase awareness of health and physical fitness through daily public address announcements.	Physical Education Teacher, Student Services Chair	10/1/07	4/30/08	Student Wellness	0
Create an awareness among staff of the School Health Index.	Principal, Assistant Principal, Physical Education Teacher	10/1/07	5/15/08	Healthcare & Healthy Choices	0

### Research-Based Programs

FITNESSGRAM

### Professional Development

Professional development opportunities for physical education teachers relevant to fitness and health are provided throughout the year by the Division of Life Skills and Special Projects. The physical education teacher will seek training on the implementation of FITNESSGRAM this year.

### Evaluation

The evaluation component will consist of the results of the FITNESSGRAM final assessment to determine the percentage of award winners for the program each semester. The school will also incorporate district assessments as progress monitoring tools.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

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

### **Electives & Special Areas Statement**

Provide enrichment activities that will promote citizenship, social skills, and employability skills.

### **Needs Assessment**

With the increased emphasis on accountability and academic progress, there has been a shift in the educational focus related to social/interpersonal skills, employability skills, and citizenship education. Given the nature of the alternative students at this school, these are skills that are not only lacking, but are pivotal to the students' overall success in the school setting and in society in general. The majority of the students come from dysfunctional families where these skills are not taught or reinforced, and exposure is limited.

### Measurable Objective

Given increased enrichment opportunities, at least 50 percent of the students enrolled will participate in community and school activities which foster citizenship, social skills, and School-to-Career skills, per FTE rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement interdisciplinary projects which support the school's reading and writing objective and the career theme adopted under SSR.	Principal, Assistant Principal, Elective Teachers	8/20/07	5/23/08	Academic Enrichment Opportunities	800
Increase the use of technology within the elective department to enhance the curriculum.	Principal, Assistant Principal, Elective Teachers	8/20/07	5/23/08	Academic Enrichment Opportunities	30000
Provide opportunities for students to participate in field trips and activities in which citizenship, social, and School-to-Career skills will be developed, and which will increase student exposure to the arts.	Principal, Activities Director, PBS Team	8/20/07	5/27/08	Academic Enrichment Opportunities	2000
Increase student participation in community and service learning activities.	Principal, Elective Teachers, Student Services Staff	8/20/07	5/15/08	Secondary School Reform	500
Increase the number of students exhibiting their work in the Miami-Dade County Youth Fair.	Principal, Elective Teachers	8/20/07	3/8/08	Academic Enrichment Opportunities	500

### Research-Based Programs

National Academy Foundation Standards

### Professional Development

The following school-site professional development is being provided: Technology Learning Community and Issues and Strategies in Reading.

### Evaluation

Fifty percent of the students enrolled in elective classes, who regularly attend this school two or more marking periods, will participate in at least one enrichment activity such as the exhibition at the Miami-Dade Youth Fair, the Deering Museum Project, and Intergenerational activities, as verified by class rosters and activity rosters, compared to FTE rosters.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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*

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

### **Return On Investment Statement**

Demonstrate increased student achievement by showing improvement on student test scores through high quality instruction.

### **Needs Assessment**

By the very nature of our at-risk student population, the cost for educating a student is significantly greater than the cost at traditional schools. Currently, there is no Return on Investment report available for this school; however, the cost of each student was \$19,680 on the most recent Florida Department of Education Financial Indicator Report (2004 -2005). Additional services are provided in this school such as smaller teacher/student ratios; additional guidance services and paraprofessional support; additional school security; and additional transportation routes. Transportation costs are significant because students are bused an average of 25 miles each way.

### Measurable Objective

The Young Women's Academy at J. R. E. Lee Opportunity School will increase learning gains by at least 5 percentage points in both mathematics and reading on the 2008 FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC, Community Liaison	8/20/07	5/30/08	District-wide Literacy Plan	0
Become more informed about the use of financial resources in relation to school programs.	Principal, EESAC, Instructional Staff	9/12/07	5/20/08	Exchange Meaningful Information	0
Collaborate with the District on resource allocation.	Principal	5/20/07	5/30/08	Exchange Meaningful Information	0
Consider shared use of facilities and partnering with community agencies.	Principal	8/20/07	5/30/08	Education Innovation	0

### Research-Based Programs

Department of Education Return on Investment Indicators

### Professional Development

Staff will receive training on utilizing additional sources of funding such as grants and community partnerships.

### Evaluation

Learning gains will be utilized to evaluate return on investment.

### Graduation (High Schools Only) Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Graduation (High Schools Only) Statement**

Students in grade 12 will graduate from high school.

**Needs Assessment**

With the decline in the graduation rate in Miami-Dade County Public Schools, it is increasingly important that all students are provided with the requisite knowledge, skills, and motivation to graduate from high school and enter postsecondary education or the workforce. At an alternative setting such as ours, factors such as overage students, low academic achievement levels, and poor attendance further compound the problem. While many of the students are here on a voluntary basis because they want to succeed in school, they also realize that at the age of 16, they can drop out from school with parental permission. Whether voluntarily or administratively assigned, students who decide that they are not going to graduate, possibly because they cannot pass the FCAT, lose motivation to stay in school.

### Measurable Objective

The graduation rate will match or exceed the District's graduation rate.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review graduation requirements and credit histories with senior high school students and conduct test talks.	Principal, Assistant Principal, Student Services Staff	8/20/07	5/30/08	Alternative Education	0
Provide targeted assistance to 11th and 12th grade students retaking the FCAT for reading or mathematics.	Principal, Assistant Principal, Reading Coaches, Math Coach	9/10/07	5/50/08	Seamless PreK-12 Curriculum	1000
Provide credit recovery and Florida Virtual School (FLVS) courses, and assist students in identifying adult education courses, to facilitate the acquisition of the credits required for graduation.	Principal, Assistant Principal, Student Services Staff	9/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Provide opportunities for students to participate in Women of Tomorrow (WOT) activities, utilizing mentors to motivate students and assist them in obtaining college scholarships.	Principal, WOT Site Director	8/14/07	5/30/08	Diversity & Educational Equity	500
Provide transition planning to senior high school students to focus on vocational or career goals and an appropriate course of study.	Principal, Assistant Principal, Student Services Staff, Career Specialist	10/1/07	5/23/08	Seamless PreK-12 Curriculum	0

### Research-Based Programs

NovaNet

### Professional Development

Student services staff will participate in training related to graduation requirements, Florida Virtual School, and college admissions. Selected teachers will participate in training for the NovaNet credit recovery.

### Evaluation

This objective will be evaluated by the graduation rate of our school. Student success in the course recovery, as well as enrollment in FLVS and adult education, will also be used to evaluate our effectiveness.



**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 EESAC recommends and monitors the expenditure of all school level budgets, including EESAC, Title 1, and FCAT Enhancement funds, to ensure that funds are allocated to support School Improvement Plan (SIP) objectives and strategies.

**Training:**

Throughout the year, EESAC has been involved in assessing staff development needs in general, and specifically the needs related to the School Improvement Plan (SIP). The EESAC Chair attended the SIP training with administrators and the union steward. EESAC members receive ongoing training on the procedures that are required to have an effective and productive EESAC. Selected EESAC members, the chair, and administration attend District ESSAC training when it is provided.

**Instructional Materials:**

EESAC continues to be involved in seeking resources for completion of all proposed SIP objectives, including approving expenditures for school wide reading and the media center.

**Technology:**

Technology needs are discussed with EESAC and recommendations are solicited, particularly as they relate to the SIP.

**Staffing:**

The principal of the school discusses staffing needs with the EESAC; recommendations are made by the council regarding the utilization of funds for part-time staff. A selection committee, which includes at least one EESAC member, interviews candidates for all positions.

**Student Support Services:**

The council continues to discuss and make recommendations regarding the utilization of funds for student services support in areas such as tutoring and truancy.

**Other Matters of Resource Allocation:**

While our EESAC funds are limited, EESAC has strongly supported the need for incentives for the school's PBS program and as rewards for FCAT participation.

**Benchmarking:**



# School Improvement Plan 2007-2008



Before the beginning of each school year, EESAC members and staff begin laying the foundation for the forthcoming SIP. Basic recommendations are made by the council, committees are formed, and then all staff members join in the writing of the new plan. EESAC oversees the implementation and monitoring of the targeted goals and objective outlined in the SIP.

## **School Safety & Discipline:**

The maintenance of a safe learning environment is of paramount importance to all stakeholders. To this end, all stakeholders, including EESAC, are involved in matters regarding safety, security, and discipline. Additionally, the Positive Behavior Support Team meets regularly to review, update, and monitor the implementation of the strategies designed to improve school discipline.

***Budget Summary***

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	37500
Mathematics	2500
Writing	0
Science	1000
Parental Involvement	1900
Discipline & Safety	5000
Technology	0
Health & Physical Fitness	1000
Electives & Special Areas	33800
Return On Investment	0
Graduation (High Schools Only)	1500
<b>Total</b>	<b>84200</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*