

# SCHOOL IMPROVEMENT PLAN 2007 - 2008



Florida International Academy (6010)

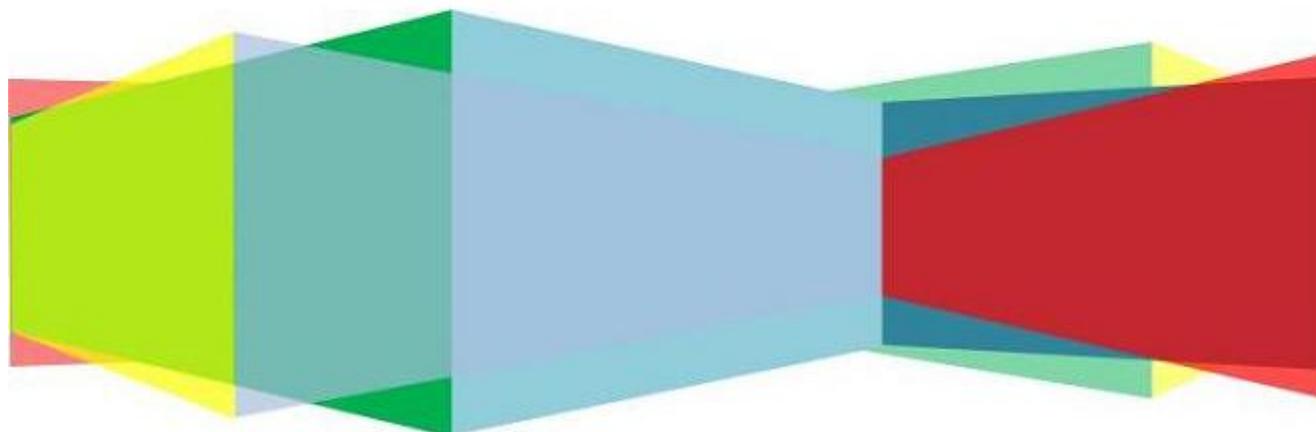
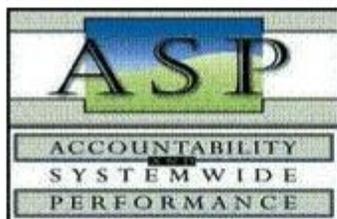
Feeder Pattern - Charter Centers

Regional Center IV

District 13 - Miami-Dade

Principal - Sonia Mitchell

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Charter schools came into law in Florida in 1996, and F.I.A. received its charter in 1997. Florida International Academy is a municipal charter school and operates through a contractual collaborative partnership with the Miami-Dade School District. This contract was initially approved for a three-year period. Due to the program's steady growth and development, in the spring of 2002 F.I.A. received a contract renewal for an additional six years.

Florida International Academy serves middle school students (grades 6 through 8) of the northwest Miami-Dade County area, as established in the contract with the Miami-Dade School District. F.I.A. typically serves students who have not performed up to standard in traditional public school settings. Last year we had 242 students enrolled for the complete academic year, and our subgroups included 215 Economically Disadvantaged students(89%)and 226 Black students(93%). We take a holistic approach to educating these students by addressing the variety of needs that limit their academic productivity. Since students generally exhibit academic underachievement due to a lack of basic knowledge in reading and mathematics, we emphasize these areas and their practical application. The challenge of F.I.A. is to motivate our students to realize their full potential in a smaller, more conducive learning community.

Given instruction using the Sunshine State Standards, student in grades 6-8 will improve their reading skills as evidenced by 51% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT, and also 51% of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, student in grades 6-8 will improve their math skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT, and also 56% of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, grade 8 students will improve their writing skills as evidenced by 82% of the students scoring at 3.5 or above on the 2007 FCAT Writing test, while all subgroups identified in the NCLB requirements will increase by 1 percentage point above the percentage scored at mastery level on the 2006 FCAT Writing test.

Given instruction using the Sunshine State Standards, students in Grade 8, plus F.I.A.'s two subgroups, will improve their Science skills as evidenced by achieving an average raw score of 290 on the FCAT Science test in 2007.

Given information through meetings and workshops for parents, encouragement from teachers and administrators, and rewards in terms of service hours, parental involvement will improve as evidenced by a 25% increase in the number of volunteer service hours recorded by F.I.A. family members.

The number of referrals pertaining to discipline problems will be reduced by 25% through the implementation of more stringent punishments and more rapid removal of students who are unable or unwilling to conform to school policies.

Given the increase in computer access by all members of the F.I.A. population, greater efficiency in the use of both time and effort should occur. In 2006-2007 there will be an increase of 20% - 25% of teachers using the electronic gradebook and other computer programs.

F.I.A. students will improve their general health this school year by increasing the number of students eating school breakfasts to 70% and the number of students eating school lunches to 98%.

F.I.A.'s Electives will all contribute to the overall success of students. This will be demonstrated by a greater awareness of health issues and an appreciation of the arts. Of course, in some non-measurable way, these experiences will impact the students' academic achievement.

Florida International Academy will increase the 2006-2007 annual budget by at least one percentile as compared to 2005-2006.

The Schools of Choice program has been a tremendous success in our county, as demonstrated by its continued expansion. While F.I.A. experienced challenges and struggles in its early stages, it too now continues to grow in size and success. We are pleased with our triumphs to-date and are excited about our plans for the future. In the years to come, Florida International Academy will always strive for the best possible educational approaches in order to ensure maximum success in meeting the needs of each student.



# 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.

## 6010 - FLORIDA INTERNATIONAL ACADEMY

### VISION

Florida International Academy will utilize a holistic educational program in a small-school setting to address areas of need in the student population. Areas of critical need include basic reading, mathematics, and writing skills. Academically motivated students will then improve both their physical attendance and their mental engagement at F.I.A. With the support and participation of our parents/guardians and our school's community, we can build a successful learning environment that will enrich and inspire the young people that come to us. We want to make their full potential available to them.

### MISSION

The mission of Florida International Academy is to provide a safe and challenging educational opportunity for students facing undue social challenges by enabling them to acquire the knowledge, skills, and values required for responsible citizenship, personal development, and life-long learning.

### CORE VALUES

Florida International Academy strives to mirror the core values espoused by Miami-Dade County, specially pursuing Excellence, Integrity, Equity, and Citizenship in all of our daily activities.

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### ***School Demographics***

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Florida International Academy had a full-time student population of 242 students (those in attendance for both fall and spring FTE weeks) in the 2005-2006 school year. The Florida DOE lists our average population for the year as 250. Of the 242 full-time FIA students, 69 were Grade 6 students, 93 were Grade 7 students, and 80 were Grade 8 students. Girls outnumbered boys: 139 female students to 103 male students. Our population included 15 Hispanic students, 226 Black students, and 1 Caucasian student. 215 of our students were classified as Economically Disadvantaged. 232 FIA students participated in the Standard Curriculum, while 10 ESE and 9 LEP students were mainstreamed using the Inclusion/Collaborative Model. Additionally, 4 students utilized the services of a contracted Speech Specialist in a weekly pullout program.

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## ***School Foundation***

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### **Leadership:**

Florida International Academy continues to experience learning gains in student achievement from year to year. Based on these results, the administration of the school takes the lead in the collaboration of all pertinent stakeholders, in the development of a continuous improvement plan. The school plans to use a leadership assessment survey instrument in the coming years to collect more quantitative statistical data.

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

Each year, the school's data is disaggregated and the analysis reviewed by the administration, instructional staff, and EESAC. The curriculum is aligned with the Sunshine State Standards. State-adopted texts are used for instruction. Our EESAC facilitates the opportunity for collaboration between our business community and parents. With the support of our PTSA we maintain an effective line of communication between all stakeholders. Our parent involvement activities include Open House, PTSA meetings, and all other activities. We strive to encourage parents and the community in the collaboration of the overall educational and social engagements of our students. We continually monitor our internal policies and procedures set forth by our governing board.

### **Stakeholder Engagement:**

Regular meetings, parent conferences, and informal fundraising activities provide opportunities for Florida International Academy's leadership to gather feedback from parents in terms of praise and suggestions, to help direct the school's goals. Our staff feels that it is a part of the decision making process to provide accessible customer service and are satisfied with the efforts made to foster positive and productive relationships between school and community.

### **Faculty & Staff:**

The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission and vision is and feel confident in accomplishing this goal. The implementation of teacher mentoring and opportunities for sharing of best practices is evident at Florida International Academy. Regular department and team meetings are conducted twice a month. Leader meetings are conducted regularly to garner collaboration between teachers, parents, and administrators for the highest level of student achievement to be obtained.

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

Opportunities for improvement in the areas of receiving data information and knowledge management to include garnering information needed to know how the location is doing, has revealed substantial gains among the students. Through professional development, data is disaggregated and calendars are created in each department. This, along with the use of curriculum mapping, allows for teachers to target specified benchmark strengths and weaknesses. Department chairpersons, along with the Reading and Math coaches, help facilitate the overall curriculum planning which utilizes data-driven instruction in all subject areas. This includes the need for tutoring programs to be instituted where these benchmarks can be targeted for individual growth.

### **Education Design:**

The school strives to improve teaching and learning through continuous data disaggregation, establishment of instructional timelines, instructional focus, entrenchment, and monitoring progress. By monitoring students' FCAT levels, determination of instruction is based on results of prior assessments. Tutorials are offered before and after school and Saturdays. Pullout tutorials are also implemented to provide additional remediation for low performers and includes SWD and LEP students. Students who perform above average are offered a higher level of instruction that is challenging for them.

### **Performance Results:**

Disciplinary problems undoubtedly impact the learning environment in any school. F.I.A. last year recorded 44 referrals regarding misbehavior of its average student population of 242. These referrals resulted in 86 days of detention and 8 days of suspension. This represents a dramatic improvement from last year. However, in addition to disrupting the school setting, this is clearly an enormous waste of student/teacher/administration time. Different tactics will be employed to adjust student behavior in a much shorter timeframe. Security cameras will be helpful in this process. The process of curriculum design to satisfy the needs of all students at all levels will most assuredly continue to improve the school's disciplinary profile.



# 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 :**



# School Improvement Plan 2007-2008



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

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

## 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 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"/>

### **Reading Statement**

Florida International Academy students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

### **Needs Assessment**



# School Improvement Plan 2007-2008



According to the 2006 Annual Report Card, students who scored Level 3 or higher in 2006 amounted to 30% of the school population, an increase of 9% from 2005 and a miss of 14% from the stated goal. 58% of the school population made a year's worth of reading progress this year, an increase of 2% from 2005 and 14% above the stated goal. According to the 2006 AYP Report, the reading goal for FIA and its two subgroups (Blacks and Economically Disadvantaged) was 44% reading at grade level or above. The total school percentage listed on this report is 28, with the subgroups of Black listed as 29 and Economically Disadvantaged as 27. Whichever goal is used, neither of these percentages for on-grade and above was achieved.

However, 73% of struggling students (scoring at Levels 1 or 2) still achieved a year's worth of reading progress. 2006 Grade 6 students averaged 1579 on the reading developmental scale (2005, 1435), Grade 7 averaged 1566 (2005, 1556), and Grade 8 averaged 1715 (2005, 1617). School-wide the developmental score in reading went from 1482 in 2005 to 1625 in 2006, and the NRT percentile increased from 36 in 2005 to 44 in 2005. On the Gates-MacGinitie Reading Test given pre- and post-, full time FIA students (242) improved their grade-equivalent from 5.7 to 5.9 school-wide. SRI annual assessments have in previous years been available as another source of comparison data in Reading, but the District discontinued that testing in 2005.

Consistent progress is being made in Reading throughout the F.I.A. program, but the rate of change is not as dramatic as those imposed. The majority of our students are those struggling students, and for many of them this was their best FCAT ever.

Regarding disaggregated clusters and strands, F.I.A. Grade 6 students (total and both subgroups) tied the District in "Compare and Contrast" with 64%. Afterwards, students fell short 9% from the "District on Words and Phrases"; 7% short on and "Main Idea and Author's Purpose"; and 13% on "References and Research"; Grade 7 students (total and both subgroups) tied the District on "Words and Phrases." Afterwards, students fell short 15% from the District on "Main Idea and Author's Purpose"; and 11% on "Compare and Contrast"; and 12% on "References and Research." Grade 8 students (total and both subgroups) tied the District on "Main Idea and Author's Purpose"; and "Compare and Contrast," with 58% and 63% respectively. Afterwards, students fell short by 17% on "Words and Phrases"; and 11% on "References and Research." State scores exceeded all student scores in all subgroups.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, student in grades 6-8 will improve their reading skills as evidenced by 51% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT, and also 51% of each subgroup identified in the NCLB requirements will score at state mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Supplement Reading classes with optional tutoring after school	Principal, Aftercare Director, Reading tutors	8/28/2006	5/18/2007	Other/ Not Applicable	48000
Supplement regular Reading classes with optional Saturday morning class	Principal, Reading tutors	11/4/2006	3/10/2007	Other/ Not Applicable	9600
Utilize the services of FIU and the Family Literacy and the Arts Program (FLAP) to incorporate parents, teachers, and students in literary works and related art projects	Principal, Aftercare Director, Participating FIA Faculty, Staff, and Parents	8/21/2006	5/18/2007	Other/ Not Applicable	2000
Disaggregate data from the 2006 FCAT Reading administration for all sub-skills and all sub-groups and use to develop academic year focus calendar	FL DOE, Educational Consultant, Reader Coach, Dean of Students, Principal, Reading Team	8/7/2006	8/18/2006	Other/ Not Applicable	10000
Provide pre-, mid-, and post-tests to all students to assess their current reading grade levels and on the SSS benchmarks.	Principal, Reading Coach, Homeroom teachers	8/14/2006	5/11/2007	Other/ Not Applicable	2100
Provide mandatory remediation for Level 1 and Level 2 Reading students through an Intensive Reading class, 5 days/week, 57 minutes each.	Principal, Reading Coach, Intensive Reading Teacher	9/5/2006	5/18/2007	Other/ Not Applicable	22500
Provide additional remediation in fundamental reading skills for students of Intensive Reading unable to pass the San Diego Assessment or who score BR on Scholastic Reading Inventory	Principal, Reading Coach, Intensive Reading Plus Teacher, Read180 Instructors	8/14/2006	5/18/2007	Other/ Not Applicable	32000
Provide two sections of Read180 (120 students, and another 30 students in Aftercare) for remediation of Reading skills. Selected students are those demonstrating the lowest performance in the Intensive Reading class who are not eligible for Intensive Reading Plus.	Principal, Reading Coach, Reading Team, Read180 Instructors	8/14/2006	5/25/2007	Other/ Not Applicable	134000
Promote independent reading through the Reading Counts! program. Students will read books from 36 collections and take quizzes on-line to earn points toward quarterly rewards. A minimum of 2 book quizzes will be required for each student; quiz averages will be part of their Reading class grade.	Principal, Reading Coach, Classroom Teachers, Reading Team	8/21/2006	5/25/2007	Other/ Not Applicable	1620
Institute weekly 5-point quiz to assess competency in focus Reading benchmark after week of instruction. With the quiz scores, remediate unsuccessful students (0-2), and enhance successful students (3-5).	Principal, Reading Coach, Reading Team, Homeroom Teachers	8/21/2006	5/18/2007	Other/ Not Applicable	11000

### Research-Based Programs

Under the Sunshine State Standards, Reading instruction utilizes research-based programs, such as the K-12 Comprehensive Reading Plan, CRISS strategies, Scholastic's Read180, Scholastic's XL Reading text series, FCAT Explorer and Riverdeep computer programs, and Reading Counts! for assessing independent reading. In addition to the regular reading texts, McGraw-Hill (Contemporary /Wright Group) Reading Drills workbooks are used to build fluency, Vocabulary Drills to build vocabulary, Language Builder to improve grammar, and the Critical Reading Series for increased comprehension. Aim Higher! is used in Grades 6-8, Intensive Reading, and Pat Cunningham's Month-by-Month Phonics and Scholastic's Fluency Library are used for Intensive Reading Plus.

### Professional Development



# School Improvement Plan

## 2007-2008



The faculty and staff at F.I.A. believe in professional development as an on-going process. Title I offers developmental sessions for the administration and the reading leader. ESOL endorsement is already in place for all of the faculty members, as well as CRISS training. This year we have better access to the Miami-Dade system of on-line courses as well. Other staff members are taking advantage of the Reading Endorsement classes that the District has made available. On-site workshops were available before school began, such as the all-day session by the Peace Foundation. Other workshops included Classroom Management, FIA Database Management, and FCAT Sub-Skills and Disaggregated Data by a representative from the FL DOE. Several faculty members continue to work on advanced degrees at local universities.

### **Evaluation**

While the FCAT is the final evaluation tool, other assessments will be used as well. F.I.A. conducts pre-, mid-, and post-tests using the FL Writes! practice test, the Gates-MacGinite reading test, the Language Arts Screening Test, and the Scholastic Reading Inventory (SRI) on-line. The San Diego Assessment word test is used for Intensive Reading Plus placement, followed by the Diagnostic Assessment in Reading (DAR) analysis. The Oral Reading Fluency (ORF) test is now being added as well. The FCAT Test Bank program is being used to construct weekly assessments of the focus benchmark for everyone in all grades. Several years of FCAT scores; pre-, mid-, and post-test scores; scores on weekly benchmark quizzes; and quarterly letter grades are recorded in the F.I.A. database, which is available to faculty and staff and can be shared with both students and parents.

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Mathematics Statement**

Florida International Academy students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

**Needs Assessment**



# School Improvement Plan 2007-2008



According to the 2006 Annual Report Card, students who scored Level 3 or higher in 2006 amounted to 45% of the school's population, a rise of 14% from 2005, but not the 53% stated in the goal. The same report stated that 80% of the school population made a year's worth of math progress this year, an increase of 7% over 2005 and 27% above the stated goal. According to the 2006 AYP Report, the math goal for F.I.A. and its two subgroups (Blacks and Economically Disadvantaged) was 53%, but F.I.A. and its subgroups are listed as achieving only 44% and did not meet this goal either.

However, 2006 Grade 6 students averaged 1656 on the math developmental scale (2005, 1564), Grade 7 averaged 1757 (2005, 1693), and Grade 8 averaged 1822 (2005, 1747). School-wide the developmental score in math went from 1654 in 2005 to 1745 in 2006, and the NRT percentile increased from 45 in 2005 to 59 in 2006. Consistent progress is also being made in math through our program, but again the rate of change is not as dramatic as the goals imposed. Students who are struggling with reading are usually struggling with math as well.

Regarding disaggregated clusters and strands, G6 students tied the District in "Number Sense" with 56%, "Measurement," with 44%, "Geometry" with 56%, and "Algebraic Thinking" with 38%. However, scores fell 12% in "Data Analysis." G7 students tied the District with 56% in "Number Sense," 50% in "Geometry," 44% in "Algebraic Thinking," and 44% in "Data Analysis." However, scores fell 11% in "Measurement." G8 students tied with the District with 50% in "Number Sense," 33% in "Measurement," and 33% in "Geometry." Scores fell 8% in "Algebraic Thinking," and 8% in "Data Analysis." When comparing with State scores, G6 tied in all but "Data Analysis," while G7 and G8 tied in "Number Sense," State scores exceeded all other subskills for all subgroups.

***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, student in grades 6-8 will improve their math skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT, and also 56% of each subgroup identified in the NCLB requirements will score at state mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the services of FIU and the Algebra Project to assist parents who would like to help their students with Math at home but whose skills need refreshment	Principal	8/21/2006	5/18/2007	Other/ Not Applicable	0
Offer high school level mathematics - Algebra I- to the students who perform above average.	Principal, Dean of students, Math teachers.	8/14/2006	5/30/2007	Other/ Not Applicable	10000
Disaggregate data from the 2005 FCAT Math administration for all sub-skills and all sub-groups and use to develop academic year focus calendar	FL DOE, Educational Consultant, Principal, Dean of Students, Reading Coach, Math Team	8/07/2006	8/18/2006	Other/ Not Applicable	11000
Institute weekly 5-point quiz to assess competency in focus Math benchmark after week of instruction. With the quiz scores, remediate unsuccessful students (0-2), and enhance successful students (3-5).	Principal, Dean of Students, Math Team	8/21/2006	5/18/2007	Other/ Not Applicable	10000
Provide pre-, mid-, and post-tests to all students to assess their current math grade levels and on the SSS benchmarks.	Principal, Dean of Students, Homeroom teachers, Math Team	8/14/2006	5/11/2007	Other/ Not Applicable	5000
Provide mandatory remediation for Level 1 and Level 2 Math students through an Intensive Math class, 5 days/week, 57 minutes each.	Principal, Dean of Students, Intensive Math Teacher	8/21/2006	5/18/2007	Other/ Not Applicable	35000
Supplement Math classes with optional tutoring after school	Principal, Dean of Students, Aftercare Director, Math tutor	8/28/2006	5/18/2007	Other/ Not Applicable	34000
Supplement regular Math classes with optional Saturday morning class	Principal, Dean of Students, Math tutors	11/04/2006	3/10/2007	Other/ Not Applicable	9000

### Research-Based Programs

Under the Sunshine State Standards, Mathematics instruction utilizes research-based programs, such as the Saxon Math text series, Educational Design's Math Coach, American Guidance Service's Preparing for FCAT Math, Buckle Down Publishing's Sharpen Up Math, as well as FCAT Explorer and Riverdeep computer programs. Aim Higher! is used in Grades 6-8 for Intensive Math. All of these materials are grade-leveled texts and reflect the SSS benchmarks.

### Professional Development

The faculty and staff at F.I.A. believe in professional development as an on-going process. Title I offers developmental sessions for the administration. ESOL endorsement is already in place for all of the faculty members. This year we have better access to the Miami-Dade system of on-line courses as well. On-site workshops were available before school began, such as the all-day session by the Peace Foundation. Other workshops included Classroom Management, F.I.A. Database Management, and FCAT Sub-Skills and Disaggregated Data by a representative of DOE. Several faculty members continue to work on advanced degrees at local universities.

### Evaluation

While the FCAT is the final evaluation tool, other assessments will be used as well. F.I.A. conducts pre-, mid-, and post-tests using the Miami-Dade County FCAT Math Practice Test. The FCAT Test Bank program is being used to construct weekly assessments of the focus benchmark. Several years of FCAT scores; pre-, mid-, and post-test scores; scores on weekly benchmark quizzes; and quarterly letter grades are recorded in the F.I.A. database, which is available to faculty and staff and can be shared with both students and parents.

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

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

#### **District Strategic Plan**

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

### **Writing Statement**

Florida International Academy students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of writing.

### **Needs Assessment**

According to the 2006 Annual Report Card, students who passed by scoring 3.5 or higher amounted to 80% of the school's population, an increase of 3% from the goal of 77%. In 2005 69% of our Grade 8 students passed the FCAT Writing Test using a 3.0 standard that year. (88% of the Grade 8 students achieved a 3.0 or better in 2005.) According to the 2006 AYP Report, in our Black subgroup, 87% passed the 2005 Writing Test, while 93% passed the 2006. From the disaggregated data on the Economically Disadvantaged in 2005 on this test, 86% of this subgroup passed as well, while 94% passed in 2006.

School-wide writing skill was addressed across the curriculum and in all grades. The pre-test/post-test comparisons show improvement on the 0-6 writing scale using two graders and the Writing Rubric. The average of all students moved from 2.9 to 3.1, while Grade 6 students moved from 2.9 to 3.2, Grade 7 from 2.9 to 3.0, and Grade 8 from 2.9 to 3.1 on these practice tests. Black subgroup students improved from 2.9 to 3.1, and Economically Disadvantaged subgroup students moved from 2.9 to 3.0. Steady progress is being made in writing throughout our program, but the rate of change is not dramatic. The literacy skills of reading and writing are intertwined, and their strength or weakness affects all of the other academic subjects as well.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

### Measurable Objective

Given instruction using the Sunshine State Standards, grade 8 students will improve their writing skills as evidenced by 82% of the students scoring at 3.5 or above on the 2007 FCAT Writing test, while all subgroups identified in the NCLB requirements will increase by 1 percentage point above the percentage scored at mastery level on the 2006 FCAT Writing test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Supplement regular Reading classes with optional Saturday morning classes that will also address writing skills	Principal, Reading/Writing tutors	11/04/2006	3/10/2007	Other/ Not Applicable	9000
Add twice weekly a Principal's pullout program for Grade 8 students to focus on skills required for FCAT Writing test	Principal, Reading Coach, Eighth-Grade Team	11/06/2006	2/9/2007	Other/ Not Applicable	10000
Provide pre-, mid-, and post-tests to all students to assess their current writing levels and monitor progress on the SSS benchmarks.	Principal, Reading Coach, Homeroom Teachers, Reading Team	8/14/2006	5/11/2007	Other/ Not Applicable	2100
Provide mandatory remediation for Level 1 and Level 2 Reading students through an Intensive Reading class that will address written-response questions as well	Principal, Reading Coach, Intensive Reading Teachers, Reading Team	9/04/2006	5/18/2007	Other/ Not Applicable	22500
Provide two sections of Read180 (120 students, and another 30 students in Aftercare) for remediation of reading and writing skills	Principal, Reading Coach, Read180 tutors, Reading Team	8/14/2006	5/25/2007	Other/ Not Applicable	0
Supplement Reading classes with optional reading and writing tutoring after school	Principal, Reading Coach, Aftercare Director, Reading/Writing tutors	8/14/2006	5/25/2007	Other/ Not Applicable	12000

### Research-Based Programs

Under the Sunshine State Standards, Writing instruction utilizes research-based programs, such as the K-12 Comprehensive Reading Plan, CRISS strategies, Scholastic's Read180, Scholastic's XL Reading text series. In addition to the regular reading texts, McGraw-Hill (Contemporary /Wright Group) Vocabulary Drills are being used to build vocabulary, Language Builder to improve grammar, and the Critical Reading Series for increasing writing skills on short and extended response questions. The Measure Up! text being used for G6-8 Intensive Reading also addresses written response skills required for FCAT assessments.

### Professional Development

The faculty and staff at F.I.A. believe in professional development as an on-going process. Title I offers developmental sessions for the administration and the reading leader. ESOL endorsement is already in place for all of the faculty members, as well as CRISS training. This year we have better access to the Miami-Dade system of on-line courses as well. Other staff members are taking advantage of the Reading Endorsement classes that the District has made available. On-site workshops were available before school began, such as the all-day session by the Peace Foundation. Other workshops included Classroom Management, FIA Database Management, and FCAT Sub-Skills and Disaggregated Data by a representative from the FL DOE. Several faculty members continue to work on advanced degrees at local universities.

### Evaluation

While the FCAT is the final evaluation tool, other assessments will be used as well. F.I.A. conducts pre-, mid-, and post-tests using the FL Writes! practice test and the Language Arts Screening Test. The FCAT Test Bank program is being used to construct weekly Language Arts assessments of the focus benchmark for all grades. It will also be used extensively in the final preparation of the grade 8 students before the February administration of the FCAT Writing test. Several years of FCAT scores; pre-, mid-, and post-test scores; scores on weekly benchmark quizzes; and quarterly letter grades are recorded in the F.I.A. database, which is available to faculty and staff and can be shared with both students and parents.

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

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

##### **District Strategic Plan**

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

#### **Science Statement**

Florida International Academy students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Science.

#### **Needs Assessment**

The 2006 Annual Report Card and the 2006 AYP Report do not mention Science on their test data analysis. Although Science sub-skills are now listed, they are "Physical and Chemical," "Earth and Space," "Life and Environmental," and "Scientific Thinking," which tend to be rather broad.

Our Grade 8 students averaged 251, up eight points from last year and missing the stated goal by 21 points. FIA's weakest area was "Physical and Chemical," averaging only 4 of 11, with the strongest areas being "Earth and Space" and "Life and Environmental" scoring 6 out of 13. The District's average raw score was 270, and its weakest area was "Scientific Thinking," averaging 6 of 14, with strongest areas being "Earth and Space" and "Life and Environmental" scoring 7 out of 13. The state surpassed the average raw score goal by 17 points, and its weakest area was "Scientific Thinking," averaging 6 of 14, with strongest areas being "Earth and Space" and "Life and Environmental" scoring 7 and 8 out of 13 respectively. At F.I.A. and around the state, science continues to be an area that requires further attention.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in Grade 8, plus F.I.A.'s two subgroups, will improve their Science skills as evidenced by achieving an average raw score of 290 on the FCAT Science test in 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide pre-, mid-, and post-tests to all students to assess their current Science levels and on the SSS benchmarks.	Principal, Dean of Students, Science Team	8/14/2006	5/11/2007	Other/ Not Applicable	10000
Use classroom assessments to determine areas of need and offer extra teacher assistance to improve Science skills	Principal, Science Team	8/21/2006	5/18/2007	Other/ Not Applicable	10000
Use hands-on activities within the classroom, on school grounds, and science lab to make theoretical information more concrete	Principal, Science Team	8/21/2006	5/18/2007	Other/ Not Applicable	10000
Use technology such as the Riverdeep program, the Prentice-Hall series CDs, or the Internet to enhance Science skills and information	Principal, Science Team	8/21/2006	5/18/2007	Other/ Not Applicable	10000
Supplement regular Math and Science classes with optional Saturday morning class to increase Science skills and understanding	Principal, Science Team, Math Team, Saturday tutors	11/04/2006	3/10/2007	Other/ Not Applicable	10000
Supplement Math and Science classes with optional tutoring after school in order to improve Science skills and understanding	Principal, Aftercare Director, tutors, Science Team, Math Team	8/21/2006	5/25/2007	Other/ Not Applicable	10000

### Research-Based Programs

Under the Sunshine State Standards, Science instruction utilizes research-based programs, such as Prentice-Hall's Science Explorer text series and Educational Design's Science Coach, as well as the Riverdeep computer program made available through the District. All of these materials are grade-leveled texts and reflect the SSS benchmarks.

### Professional Development

The faculty and staff at F.I.A. believe in professional development as an on-going process. Title I offers developmental sessions for the administration. ESOL endorsement is already in place for all of the faculty members. This year we have better access to the Miami-Dade system of on-line courses as well. On-site workshops were available before school began, such as the all-day session by the Peace Foundation. Other workshops included Classroom Management, F.I.A. Database Management, and FCAT Sub-Skills and Disaggregated Data by a representative of DOE. Several faculty members also continue to work on advanced degrees at local universities.

### Evaluation

While the FCAT is the final evaluation tool, other assessments will be used as well. F.I.A. conducts pre-, mid-, and post-tests using the Miami-Dade County FCAT Science Practice Test. District quarterly testing of Science, coupled with Scantron grading and reporting, was begun the first semester in 2005, but the process was discontinued by the District after the first quarter. Basic evaluation of Science students in each grade is a function of the classroom Science teacher. Several years of FCAT scores; pre-, mid-, and post-test scores; scores on weekly benchmark quizzes; and quarterly letter grades are recorded in the F.I.A. database, which is available to faculty and staff and can be shared with both students and parents.

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

### **Parental Involvement Statement**

Florida International Academy's families will increase the quantity of service hours performed throughout the school year to an average level that more closely corresponds to the 30 hours that they contracted to perform at the time of student enrollment.

### **Needs Assessment**

As parents sign up their students to enroll at Florida International Academy, they sign an agreement to volunteer at the school for a minimum of thirty hours during the school year. From the Open House at the beginning of the year to the final award presentations, parents are involved with many activities throughout the school. They accumulate hours for working in the offices, attending school meetings, helping in the Cafeteria, contributing items like band aids or batteries, or assisting with field trips and special events. A log of volunteer hours is kept in the front office and monitored using the F.I.A. Database. The 2006 total of 1,490 was contributed by 220 families representing 242 students throughout the school year. Our goal of 1730 was missed by 240 hours.

### Measurable Objective

Given information through meetings and workshops for parents, encouragement from teachers and administrators, and rewards in terms of service hours, parental involvement will improve as evidenced by a 25% increase in the number of volunteer service hours recorded by F.I.A. family members.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Present to parents, faculty, and students the Peace Foundation's Curriculum for Peaceful Living at School and at Home	Principal, Aftercare Director	8/4/2006	5/31/2007	Other/ Not Applicable	0
Establish Parent Information Resource Center to make materials available to F.I.A. families	Dean of Students, Principal	8/14/2006	5/31/2007	Other/ Not Applicable	0
Assign service hours to families attending school meetings, donating funds or supplies, or working within the school	Principal, Main Office personnel, Data-Entry Person	8/7/2006	5/31/2007	Other/ Not Applicable	0
Encourage participation in PTSA by awarding service hours for Officers and PTSA membership	Principal, PTSA President	10/17/2006	5/31/2007	Other/ Not Applicable	0
Community Involvement Specialist will conduct home visits on a regular basis, to ensure parents' awareness of their children's performance and areas of concern.	Principal, Community Involvement Specialist.	8/14/2006	5/30/2007	Other/ Not Applicable	650
Design graphic display for the Cafeteria that demonstrates visually our progress monthly toward our Service Hour goal	Principal, Reading Coach, Data-Entry Person	10/16/2006	5/31/2007	Other/ Not Applicable	0

### Research-Based Programs

Research has shown that student success increases with parental involvement within a school. Their very presence on campus sends the message that school is important and that they expect their students to participate. To enrich parental knowledge, F.I.A. is utilizing the services of The Peace Foundation's curriculum called "Peace Works." This is to be used in classrooms as well as at PTSA meetings. The program is for character education and conflict mediation throughout the school and hopefully throughout F.I.A. families.

### Professional Development

Teachers will attend Peace Foundation workshops throughout the academic year. Speakers will also attend PTSA to address parents and guardians in the hope of transferring some of these strategies into the home and community.

### Evaluation

Progress toward our goal of increasing parental involvement will be measured as an increase in the number of hours volunteered at F.I.A. These service hours will be recorded in the F.I.A. Database so that printouts can be made available upon parents' request and totals can be easily tallied. Our goal in actual service hours is to meet or surpass 1,730 service hours during the 2006-2007 school year.

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

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

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

### **Discipline & Safety Statement**

(1) Florida International Academy will increase school security through the installation of security cameras at four strategic points in the school, and more interactive small group sessions between the Dean and students.

### **Needs Assessment**

Disciplinary problems undoubtedly impact the learning environment in any school. F.I.A. last year recorded 44 referrals regarding misbehavior of its average student population of 242. These referrals resulted in 86 days of detention and 8 days of suspension. This represents an dramatic improvement from last year. However, in addition to disrupting the school setting, this is clearly an enormous waste of student/teacher/administration time. Different tactics will be employed to adjust student behavior in a much shorter timeframe. Security cameras will be helpful in this process.

### Measurable Objective

The number of referrals pertaining to discipline problems will be reduced by 25% through the implementation of more stringent punishments and more rapid removal of students who are unable or unwilling to conform to school policies.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
React to referrals for misbehavior with in-school and at-home suspensions rather than after-school detentions	Dean of Students, Principal	8/14/2006	5/31/2007	Other/ Not Applicable	0
Submit referrals for misbehavior of students during the school day to administration. Referrals are to implemented after classroom management techniques and parental contact have been attempted.	Classroom Teachers, Staff, and Administration	8/14/2006	5/31/2007	Other/ Not Applicable	0
Dismiss students who have repeatedly violated school and classroom rules and who have failed to improve, even after penalties and second chances have been tried	Principal, Dean of Students	8/14/2006	5/31/2007	Other/ Not Applicable	0
Support positive student behavior and effort at quarterly report card award ceremonies by including both in award criteria	Classroom teachers, Principal	8/14/2006	5/31/2007	Other/ Not Applicable	0
Implement a system of security cameras within the school building	Principal, Technology personnel	8/14/2006	5/31/2007	Other/ Not Applicable	0

### Research-Based Programs

F.I.A. is utilizing the services of The Peace Foundation's curriculum called "Peace Works." This is to be used in classrooms as well as at PTSA meetings. The program is for character education and conflict mediation throughout the school.

### Professional Development

Teachers will attend Peace Foundation workshops throughout the academic year. Speakers will also attend PTSA to address parents and guardians in the hope of transferring some of these strategies into the home and community. Classroom teachers will incorporate Peace Foundation strategies for the students within their regular classrooms.

### Evaluation

Through the collaborative efforts of teachers, administrators, parents, and students, there should be a more peaceful atmosphere on the F.I.A. campus, as demonstrated by a 25% drop in the quantity of referrals concerning disciplinary problems. Peace Foundation's input, increased parental presence on campus, more stringent reactions to disruptive behavior, monitoring through surveillance cameras, and the removal of habitual offenders should have a corrective effect on student cooperation.

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

### **Technology Statement**

Technology use will increase throughout Florida International Academy in ways that maximize time and effort by staff, students, faculty members, and the administration.

### **Needs Assessment**

In the academic year 2005-2006, Florida International Academy's computer lab contained 24 computers. Classrooms typically contained five computers, which were used by the students. Teachers were equipped with laptops, and each room had an overhead projector. There were five printers school-wide. There was one wireless router that facilitated a special computer system used to maintain student lunch and breakfast accounts in the Cafeteria. There were two Read180 classrooms that functioned through the use of five computers each. The Principal, Dean of Students, Reading Leader, Office Clerk, and the Registrar all had computers at their desks, and the Registrar's computer was connected to the District through ISIS. Such was the state of F.I.A. technology last year.

### Measurable Objective

Given the increase in computer access by all members of the F.I.A. population, greater efficiency in the use of both time and effort should occur. In 2006-2007 there will be an increase of 20% - 25% of teachers using the electronic gradebook and other computer programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Make audio-visual equipment available in classrooms: overhead projectors, laser pointers, pull-down maps, globes, etc.	Principal	8/7/2006	5/31/2007	Other/ Not Applicable	6000
Utilize educational software in classrooms and computer lab, such as FCAT Explorer, Riverdeep, Reading Counts!, SRI, KidBiz, FCAT Test Bank, etc.	Principal, Dean of Students, Reading Coach, Classroom Teachers	8/14/2006	5/31/2007	Other/ Not Applicable	8000
Utilize DVD projector and home-theater setup and informational DVD library for enhancing students weekly who have mastered focus and behavior goals	Principal, Dean of Students, Reading Coach, Classroom Teachers	8/14//2006	5/31/2007	Other/ Not Applicable	8000
Maintain the 24 computer laboratory workstations and construct a schedule for regular usage.	Principal, Technology Contractor	8/14/2006	5/31/2007	Other/ Not Applicable	3000
Maintain the 5 classroom computer workstations.	Principal, Technology Contractor	8/14/2006	5/31/2007	Other/ Not Applicable	2000
Add hardware to complement the increase in computer workstations: wireless routers for upstairs and downstairs classrooms; a color printer, a fax/scan/printer, a two-sided printer; and notebook computers for classroom teachers	Principal, Technology Contractor	8/7/2006	5/31/2007	Other/ Not Applicable	5000

### Research-Based Programs

Research continues to support the use of technology in a learning environment, both as a remediation tool and an enrichment tool. Increased availability of technology allows the efficient use of both time and effort for all users.

### Professional Development

As part of teacher orientation, faculty was reoriented to the F.I.A. database, the on-line gradebook program for student grades and attendance, campus e-mail accounts, and newly available hardware. Systems for maintaining security were implemented, and routines for equipment usage by students was delineated. Workshops of this nature will be conducted throughout the year to cover the addition of new software programs and address any difficulties that teachers may be encountering in implementing the new equipment to maximum benefit. The contracted technology person will conduct the workshops, as well as the company representative of the published software, or the leader of the academic area that is making the addition.

### Evaluation

Evaluation of the use of these assets will be especially straight-forward this year, since most are first time acquisitions. Use of e-mail accounts; participation in on-line surveys, AIPs, District site information and materials; attendance at technology workshops; and utilization of information from the F.I.A. Database will be indicators. Observed classroom use of computers, overhead projectors, printers, and scheduled use of the computer lab will also be indicators, as well as the use of DVDs and the projector/theater system that is to be used for enhancement for students having mastered weekly academic and behavior goals.

There is also a computer station in the Parent Resource Center, where parents can be assisted in accessing on-line information. DVDs on parenting topics are also available to borrow, and records of usage should be easy to access for evaluation.

## 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 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"/>

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

Florida International Academy will improve their general health and physical fitness during the course of this academic year.

### **Needs Assessment**

100-140 F.I.A. students typically eat a catered breakfast at the school each morning. This averages 60% of the student population of 242, varying between 50% and 65% 5 days a week. At lunch time, 200-230 students eat a catered school lunch every day. This averages 95% of the total student body, varying from 90% to 98% 5 days a week. Since 89% of our students are free- and reduced-lunch students, increasing the percentage eating a healthy meal would have a significant impact on their overall health and their improvement in school.

### Measurable Objective

F.I.A. students will improve their general health this school year by increasing the number of students eating school breakfasts to 70% and the number of students eating school lunches to 98%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require that students come into the school building in the morning, going either to their homerooms or to the Cafeteria for breakfast	Dean of Students, Principal, Teachers on-Duty, Hall Monitors, Homeroom Teachers, School Staff	8/14/2006	5/31/2007	Other/ Not Applicable	0
Stagger lunch times to ensure that students have ample time to select and consume their meal	Dean of Students, Principal, Cafeteria Personnel	8/14/2006	5/31/2007	Other/ Not Applicable	0
Students will engage in 30 minutes of Physical Education, three days per week.	Principal, Dean of Students, PE coach.	11/6/2006	5/30/2007	Other/ Not Applicable	2000
Arrange tables for student seating so that grades are grouped together; provide another separate area for students who tend to misbehave and disrupt others' meals	Principal, Dean of Students, Cafeteria Personnel	8/14/2006	5/31/2007	Other/ Not Applicable	2000
Institute a weekly "food reward" for the group exhibiting the best Cafeteria behavior: reasonable level of talk, picking up trash, replacing chairs, etc.	Principal, Dean of Students	8/14/2006	5/31/2007	Other/ Not Applicable	200
Use of the Body Mass Index (BMI) meter for measuring percentage of body fat for use by students (approximately 100) participating in Aftercare's P.E. program	Aftercare Director, Aftercare Coach, Principal	8/14/2006	5/31/2007	Other/ Not Applicable	3000

### Research-Based Programs

Research continues to support the contention that healthy, well-fed students perform at a higher level at school. A healthier student population will be a more attentive, better behaved student population. A newsletter, Nutrition Nuggets, is sent to parents monthly.

### Professional Development

State training is provided for schools participating in the Federal Free- and Reduced-Lunch Program. Vendors and food service personnel attend once a year, where they are instructed in nutrition, sanitary conditions, portion sizes, utensils, condiments, appetizing presentations, as well as the paperwork required for free- and reduced-lunch applications.

### Evaluation

Students eating breakfast or lunch at the school receive a password to use when picking up their meals. This lunch number is entered via keypad directly into the computer. Records, totals, and percentages will be readily available throughout the year to monitor progress toward our goal of 40% participation at breakfast and 80% participation at lunch.

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

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

Florida International Academy will make use of its electives and the Aftercare Program to enhance student performance. These programs include Drama, Dance, Physical Education, and Music.

### **Needs Assessment**

On the 2006 FCAT, 100% of the total school and both subgroups participated in the testing process. On the Reading test, 28% scored on grade level or above (Level 3,4,5), with 29% of Blacks and 27% of Economically Disadvantaged scoring on grade level or above. On the Math test, 45% scored on grade level or above (Level 3,4,5), with 44% of Blacks and Economically Disadvantaged scoring on grade level or above. On the Writing test, 94% of G8 students passed, with 93% of G8 Blacks and 94% of G8 Economically Disadvantaged students passing.

### Measurable Objective

F.I.A.'s Electives will all contribute to the overall success of students. This will be demonstrated by a greater awareness of health issues and an appreciation of the arts. Of course, in some non-measurable way, these experiences will impact the students' academic achievement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Music, Dance, Drama, and PE as enhancement for all interested students.	Principal, Dean of Students, Performing Arts Teacher	8/14/2006	5/18/2007	Other/ Not Applicable	20000

### Research-Based Programs

State-approved texts, computer applications, remedial classes, benchmark focused instruction and testing, and enhancement once mastery has been achieved have been shown to be successful in improving the level of students' skills.

### Professional Development

Florida International Academy, Miami-Dade District, and Title I all contribute to the professional development of the faculty, staff, and administration throughout the academic year.

### Evaluation

Evaluation of the electives and the Aftercare's contribution will ultimately be the 2007 administration of the Florida Comprehensive Academic Test.

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

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

### **Return On Investment Statement**

Florida International Academy has on the DOE website no number value for the 232 students in 2003-2004. Further information stated that this occurred because there is no cost listed for our school. There can be no calculation made without that cost figure.

### **Needs Assessment**

Compared to similar schools, Florida International Academy's percentile ranking is not rated and there is no ROI value.

### Measurable Objective

Florida International Academy will increase the 2006-2007 annual budget by at least one percentile as compared to 2005-2006.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify lowest quartile students early and provide additional assistance.	Principal, Dean of students, data analyst, Teachers, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	10000
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Dean of students, data analyst, Reading Coach, Teachers, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	10000
Provide strategies to parents for their students' academic improvement.	Principal, Dean of students, data analyst, Teachers, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	11500
Continue to provide high quality teacher, professional development, and monitor its implementation.	Principal, Dean of students, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	10000
Reallocate school resources to better implement teaching, learning and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Principal, Dean of students, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	9000
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Dean of students, Teachers, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	12000
Use purchased programs effectively and increase student participation.	Principal, Dean of students, Teachers, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	9000
Increase participation in programs provided by the Department of Education, such as FCAT Explorer, and Read180.	Principal, Dean of students, technology support, Teachers, Reading Coach, EESAC.	8/14/2006	5/30/2007	Other/ Not Applicable	9000
Utilize school and district inservice training.	Principal, Dean of students, EESAC.	8/8/2006	5/30/2007	Other/ Not Applicable	15000

### Research-Based Programs

See core subject area goals/objectives.

### Professional Development

See core subject area goals/objectives.

### Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

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

**Other Statement**

**Needs Assessment**

### Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
UNKNOWN	UNKNOWN	8/8/2005	5/31/2006	Other/ Not Applicable	0

### Research-Based Programs

### Professional Development

### Evaluation

**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:**

EESAC recommended that money be earmarked for programs and materials deemed beneficial to the overall improvement of our school, including supplemental classroom instructional materials.

**Training:**

EESAC recommended staff development related to school budget and the function of EESAC.

**Instructional Materials:**

EESAC recommended instructional materials be provided through the Florida Book Depository and other vendors.

**Technology:**

EESAC recommended expansion of technology schoolwide to enhance the curriculum.

**Staffing:**

EESAC recommended additional personnel to ensure the overall safety and academic success of our students.

**Student Support Services:**

EESAC recommended regular communication with Student Services to ensure placement of students in advanced programs.

**Other Matters of Resource Allocation:**

EESAC recommended increasing parental involvement measured as an increase in the number of hours volunteered at F.I.A. Volunteer hours can be compiled by involvement in fund-raising, donations, and assisting at functions.

**Benchmarking:**

EESAC recommended monitoring compliance with Sunshine State Standards in an effort to achieve state education goals and student performance standards.

**School Safety & Discipline:**

EESAC recommended that the School Safety and Discipline Committee collaborate to enhance school safety and to utilize effective discipline strategies while meeting the District Strategic Plan's goals and objectives.

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**Budget Summary**

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	272820
Mathematics	114000
Writing	55600
Science	60000
Parental Involvement	650
Discipline & Safety	0
Technology	32000
Health & Physical Fitness	7200
Electives & Special Areas	20000
Return On Investment	95500
Other	0
<b>Total</b>	<b>657770</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*