

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Education Alternative Outreach Program (8017)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Miguel Torres

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The Educational Alternative Outreach Program work locations 8017 and 8014 consists of various types of alternative education schools and intervention programs that offer an inclusive social service component, as well as, appropriate educational services. In addition to the educational component, students receive support services in accordance to the specific situational crisis occurrence. Since the ultimate goal of these programs is to transition students back to the traditional classroom, consistent linkage between the social service entity and the educational facilitators is essential. Conflict resolution, anger management, and other social skills modification are integrated into the overall curriculum.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the White subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the African American subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Hispanic subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Economically Disadvantaged subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the English Language Learners (ELL) subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Students with Disabilities (SWD) subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students scoring in the lowest 25% in grades three through ten will improve their reading comprehension skills by making learning gains on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Reading examination will meet the state requirement for graduation with a Developmental Scale Score of 1926 or higher.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the White subgroup students in grades three through ten will improve their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the African American subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the Hispanic subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the English Language Learners (ELL) subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the Students with Disabilities (SWD) subgroup in grades through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students scoring in the lowest 25% subgroup in grades three through ten will show learning gains on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Mathematics examination will meet the state requirement for graduation with a Developmental Scale Score level of 1889 or higher.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 43% of the students in grades four, eight and ten will obtain high standards in writing, as evidenced by achieving level 3.5 or above.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 26 % of the students in grades five, eight and eleventh will meet high standards in science as evidenced by the FCAT Science test.

The Educational Alternative Outreach Program will increase parental involvement by 16%.

The Educational Alternative Outreach Program will continue to implement those strategies that produced a marked reduction in last year's suspension rate by 10%.

Given instruction with the use of technology, students in all grades, identified with needed areas of improvement, will increase by 10% computer and technology usage in reading, math, science and writing.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 10% of students in grades, kindergarten through twelve will improve their physical fitness ability and health habits as evidenced by academic grade improvement and physical education participation.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards in art, students in grades kindergarten through twelve will improve their artistic expression and participation as evidenced by improved academic grades in art.

The Educational Alternative Outreach Program will improve the cost effectiveness for the 2007 - 2008 school year. The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) format as outlined by the Florida Department of Education will be utilized to achieve school-wide instructional program cost effectiveness.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students in grade 12 will meet graduation requirements.

District sponsored school visitation report score ratings will increase for each contracted agency. Continued efforts will be made to increase the overall DJJ quality assurance score, with the ultimate aspiration of achieving either an outstanding or deemed status for each Department of Juvenile Justice (DJJ) site will be the Educational Alternative Outreach Program's 2007-2008 focus.

According to the M-DCPS, Educational Alternative Outreach Program, Organizational Performance Improvement Snapshot (OPIS) Summary, two categories for needed school improvement are: My work location removes things that get in the way of progress, and I know how well my work location is doing financially. Every effort will be made during the 2007-2008 school year to provide financial information to all school personnel. Additionally, during faculty and Educational Excellence School Advisory Council (EESAC) meetings, staff members will be given appropriate opportunities to initiate personal progress as it pertains to student achievement.

Administrative staff will assist faculty and student support staff with facility site challenges. Facility and administrative staff will work collaboratively to ensure that all resources are given to educators and student services staff members.

Faculty and staff will be asked to participate in team building activities that will identify areas of needed progress development. Identified areas will then be analyzed by administrative staff for corrective action. Individual Professional Development Plans will reflect strategies to overcome progress inhibitors.

The Miami-Dade County Public Schools, Educational Alternative Outreach Program has developed a school improvement plan that coincides with the Continuous Improvement Model (CIM). The CIM model along with data analysis of assessments utilizing the FCAT and EDUSOFT will improve and incorporate the specific requirements as designated within the Florida Department of Education's reading initiative, Just Read, Florida.

Faculty assigned to alternative at-risk programs, Adult Incarceration facilities, and the Department of Juvenile Justice programs have achieved the state challenge of meeting the federal and Florida's Juvenile Justice Educational Enhancement Program's (JJEEP) definition of "highly qualified". Since most residential Educational Alternative Outreach Programs - DJJ facilities are limited in student enrollment, instructors provide multiple areas of academic instruction.

Staff from the Educational Alternative Outreach office have initiated efforts to establish a professional development plan for all teachers to receive appropriate reading certification/endorsement. This cohort for Educational Alternative Outreach Program (EAOP) instructors provides Saturday in-services with an incentive stipend for participants.

In addition, the Educational Alternative Outreach Program has implemented a Literacy and Reading component as a priority quality assurance indicator. The expected outcome of this project is to provide remedial instruction to students with identified deficiencies in reading. Students will receive specific and appropriate instruction aimed at increasing their reading proficiency during content area instruction. Significant efforts to implement this quality reading instruction during content areas will include compliance with upcoming certification requirements.



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.

8017 - EDUCATION ALTERNATIVE OUTREACH PROGRAM

VISION

The Educational Alternative Outreach Program will strive to provide educational opportunities and alternative academic options to all students.

MISSION

The Educational Alternative Outreach Program makes every effort to serve all students by providing academic support services and expanded educational opportunities allowing students to meet all high expectations.

CORE VALUES

Staff members of The Educational Alternative Outreach Program hold the following belief as the motivation for all educational endeavors undertaken by the program: We are dedicated to quality, scope, educational equity and value of service, to assist students who are accustomed to failure into believing that they can and will succeed. We believe that we should create, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, parents, community and the society that we serve.

School Demographics

Miami-Dade County Public Schools, Educational Alternative Education Program (EAOP) functions primarily in an administrative oversight capacity for Community Based Organizations who operate alternative schools addressing the needs of at-risk students. In addition, the EAOP offers educational services within non-profit, societal intervention programs, governmental agencies and Florida, Department of Juvenile Justice (DJJ) facilities. Students are assigned to these programs for various reasons including: Florida Department of Children and Families assignment, incarceration, DJJ adjudication, substance abuse and psychiatric treatment.

66% of students enrolled within the EAOP attend Community Based Organization, alternative schools. These programs are for students who are unsuccessful in the traditional school setting due to poor attendance, disruptive behavior and who are working well below grade level. The educational and behavioral components at these contracted CBO programs are designed for students who engage in continuous disruptive, and/or violent behavior, maintain active gang-related membership, and fail to achieve academically. Students benefit from the smaller school setting and instructional practices offered in a different manner. Additionally, students are provided with a variety of options that can ultimately lead to graduation.

15% of students are adjudicated to Department of Juvenile Justice programs,

14% of students receive educational services within non-profit agencies as follows, per agency percentage: 3.1% - Residential Psychiatric Treatment, 2.3% - Drug and Substance Abuse, 4.3% - Unaccompanied Minors, 1% - Runaway/ Temporary Shelters, 56% - Neglected/Abuse in Crisis, 67% - Neglected/Abused within the Florida Department of Children and Families (DCF), 1.1% - Non-Residential, 5.1% - Unaccompanied Minors (Immigration and Naturalization Service),

5.1% - Incarcerated / Determined as Adult Offenders.

Statistical gender and ethnic demographic information for students enrolled within (work location 8017) non-DJJ (Department of Juvenile Justice) sites are as follows: 62 % Male, 38% female, 52% Black, 43% Hispanic, 0% Asian, 0% Native American and 1.5 % Multi-Racial, 3% White.

66.2% of the students receive free (62%) or reduced (4.2%) lunch.

The DJJ Educational Alternative Outreach Program component (8014) provides educational and related services to at-risk, delinquent students within Department of Juvenile Justice (DJJ) facilities. The Department of Juvenile Justice programs, within the Educational Alternative Outreach Program, consist of 2 types/levels of DJJ facilities.

Each program is determined by risk level and crimes committed by the student, these program types include the following:

- Juvenile Justice Day Treatment Programs - Day Treatment Programs are non-residential programs operated by or under a contractual agreement with the Florida Department of Juvenile Justice (DJJ). The programs include prevention, intensive probation, and conditional release.
- Juvenile Residential Commitment Programs - According to state law, commitment programs are grouped into four custody classifications based on their populations and the student's assessed risk to public safety. These classifications are Low-Risk Residential, Moderate-Risk Residential, High-Risk Residential and Maximum-Risk. Students are adjudicated via the Department of Juvenile Justice and temporarily reside (6 to 9 months) within these programs. Level of risk is determined by crime committed and recidivism rate of crime by student. The Educational Alternative Outreach Program provides educational and related services in accordance to federal, state and local district rules and regulations within state DJJ defined Restrictiveness Levels for Juvenile Residential and Correctional Facilities.

Statistical gender and ethnic demographic information for students enrolled within DJJ (Department of Juvenile Justice) sites are as follows: 92 % Male, 7% female, 57% Black and 28% Hispanic, 0% Asian, 0% Native American and 1.5 % Multi-Racial, 12% White.

36% of the students receive free (35%) or reduced (.67%) lunch.

School Foundation

Leadership:

Administration from the Educational Alternative Outreach Program received a 4.1 on the Organized Performance Improvement Assessment (OPIS) 2007 Leadership Category. Education and Support Staff are given clear expectations and are afforded staff development opportunities. Student services and individualized academics are provided to all students. This primary consumer focus was revealed within the OPIS report as the top overall category ranking. Educators along with the support of the administration incorporate all aspects of the program's vision and mission.

District Strategic Planning Alignment:

During the 2007 - 2008 school - year every effort will be made by the Educational Alternative Outreach Program's administrative/instruction/school support staff to convey the overall educational vision and mission of assisting all at-risk students. Student achievement (academic and social) will continue to be the primary focus of instruction and additional social services.

Stakeholder Engagement:

The Educational Alternative Outreach Program (EAOP) is designed for students who are unsuccessful in the traditional school setting due to poor attendance, disruptive behavior and who are working well below grade level. The educational and behavioral components programs are intended for students who engage in continuous disruptive, and/or violent behavior, maintain active gang-related membership, and fail to achieve academically. Every effort is made by EAOP staff parents and/or facility staff member(s) acting as guardians to assist students to transition back to their home school setting.

Faculty & Staff:

The Educational Alternative Outreach Program consists of numerous sites. Faculty and support staff is challenged with the student transition. Faculty and M-DCPS staff work in collaboration to provide the academic and social safety net for students.

Data/Information/Knowledge Management:

Progressive monitoring of disseminated assessment information is provided to all staff through a program-wide internet, e-mail system and The Educational Alternative Outreach website.

In an effort to provide program improvement, aggregate data information obtained utilizing the Florida Comprehensive Assessment Test will be evaluated to determine student needs within each grade level. Curriculum will be customized to provide direct instruction and remedial lessons, as deemed appropriate, to student educational requirements.

Education Design:



School Improvement Plan

2007-2008



Educational Alternative Outreach Program (EAOP) staff members will continue to use the Florida's Continuous Improvement Model. This model, as defined by the Florida Bureau of School Improvement, is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM). FCIM is based on the FOCUS Process.

F - Formulate a plan. - Disaggregate student performance data.

O - Optimize time by preparing and following a timeline. - Plan the instructional calendar.

C - Concentrate on teaching standards and collaborate with the instructional team. - Teach the instructional focus in the classroom.

U - Utilize assessments at short, frequent intervals. - Conduct frequent student assessments, maintain and monitor the teaching and learning process.

S - Sustain learning with tutorial, enrichment, and maintenance activities. – Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

For contracted EAOP facilities, the District sponsored site visitation team regularly reviews and provides assistive monitoring to all contracted center staff members in the areas of:

- Instruction (lesson plans, grade books, student folder),
- Support Services,
- Attendance,
- Truancy Prevention,
- Facility Health and Safety,
- FCAT performance,
- CIM Model Mini-Assessments,
- Contract Adherence and Compliance.

Performance Results:

Student performance results continue to prompt fluctuations to existing educational design. Key performance indicators within FCAT content areas are monitored in adherence to the FCIM.

The contracted site facilities will be reviewed by district staff members. Upon receipt of the final District Sponsored Site Visitation Report, official notification, on all findings of noncompliance will be provided to the contracted center director or designee. The director or designated program staff member(s) must implement a corrective action plan to directly address the areas needing improvement or correction. Staff members from M-DCPS will provide technical and support assistance.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

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.) :

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

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

Reading Statement

Students in the Educational Alternative Outreach Program will improve their reading skills.

Needs Assessment



School Improvement Plan 2007-2008



An analysis of the Spring 2007 FCAT Sunshine State Standards Reading Results, indicated that 3% of students within the Elementary component of our student population met high standards in reading. Similar analysis indicates 8% of the seventh grade students within the Secondary School component met high standards. Records indicated that 26% of the students within the Elementary component and 26% of the Secondary School students made learning gains in reading.

Although these scores may seem extreme, significant and marked learning gains were achieved for those students within the lowest 25% achievement score area. Forty-two percent of the lowest 25% of readers in Elementary grades and 46% of the lowest 25% of Secondary School readers made learning gains in reading. Most notable are the FCAT reading scores of the lowest 25% of 8th grade students; 62% of these students made learning gains. Considering the needs of students served within the Educational Alternative Outreach Program, this is an acknowledgeable improvement.

Thirty-six percent of the at-risk students assigned (8017- Abandoned, Abused and Neglected Programs) or adjudicated (8014 - Department of Juvenile Justice Programs, DJJ) to the Educational Alternative Outreach Program receive instructional and related services in either a remedial or special education inclusionary model. Forty - Three percent of students within the Department of Juvenile Justice component are receiving special education services.

In further study, the FCAT results for students who are incarcerated and awaiting impending prison terms reveal that students suffer from the profound impact of institutionalization. Typically, these students, who experience the violence and anti-social behaviors found in jail, are overcome by a warranted hopelessness that causes despair. This intense emotional stress coupled with the uncertainty of ones future, directly impacts student FCAT performance. Additionally, students that experience or who are exposed to a terrifying event or ordeal in which grave physical harm has occurred, often suffer from Posttraumatic Stress Disorder (PTSD). These traumatic events include: abandonment, homelessness, violent personal assault, rape, physical and sexual abuse. The anxiety of the critical personal event limits a child's ability to perform on standardized tests. Students can be so traumatized that they become isolated from others. This impending lack of security due to crisis also limits student performance.

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 utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the White subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the African American subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Hispanic subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Economically Disadvantaged subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the English Language Learners (ELL) subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 58 % of the Students with Disabilities (SWD) subgroup students in grades three through ten will improve their reading comprehension skills by achieving proficiency level on the 2008 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students scoring in the lowest 25% in grades three through ten will improve their reading comprehension skills by making learning gains on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Reading examination will meet the state requirement for graduation with a Developmental Scale Score of 1926 or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Structure curriculum in all reading classes to incorporate research-based practices for teaching, phonemic awareness, phonics, vocabulary, fluency, and comprehension.	Principal, General Education and SPED teachers, Reading Coaches	8/20/2007	6/5/08	Continuous Improvement Model	0
Develop and implement Continuous Improvement Model (CIM) Reading Focus Calendars.	Principal, General and SPED teachers, Reading Coaches, Reading Teachers.	8/20/07	6/5/08	Continuous Improvement Model	0
Pursue all prior school records (FCAT documentation) for out-of-county and in-county students, ensuring appropriate placement and scheduling according to the Pupil Progression. Develop with student a plan of action that incorporates FCAT information ("Test Talks").	Principal, General Education and SPED teachers, Registrars, Counselors, Center Directors.	8/20/07	6/5/08	Alternative Education	0
Implement a rewards based attendance program to improve graduation rate.	Principal, Assistant Principals, Center Directors.	8/20/07	6/5/08	Truancy Prevention	5000
Provide a peer-tutoring program for students who need additional help in developing reading skills.	Principal, Title I/Assistant Principal for Curriculum.	8/20/07	6/5/08	Education Innovation	0

Track student progress in a variety of ways. Criterion referenced and textbook assessments will be conducted regularly (other assessments will be conducted quarterly). Reinforcement of the implementation of administering the computer-based programs and diagnostic/placement will be monitored by support staff. Compare pre- and post-test (STAR/BASI) results (for DJJ students), correlated with criterion reference testing and FCAT. Develop IAP (Individualized Academic Plan -DJJ students)and PIP (Personal Improvement Plans - at risk students).	Principal,General and SPED teachers, Curriculum Specialist, Reading Teachers, Technology Specialists, Test Chairperson, Reading Specialists.	08/20/07	06/5/08	District-wide Literacy Plan	0
Administer Interim Assessments on set dates.	Principal, General and SPED teachers, Testing Chairperson, Curriculum Specialist, Reading Teachers.	8/20/07	6/5/08	Continuous Improvement Model	0
Provide opportunities for teachers to participate in professional development activities which focus on Sunshine State Standards, phonemic awareness, phonics, vocabulary, fluency, and comprehension. Continue to offer Creating Independence through Student - owned Strategies (CRISS) Training to interested staff.	Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	10000
Implement Computer Curriculum Corporation (CCC) and Learning Skills Bank Computer-Based Programs in order to provide additional practice for students at Level 2 or below.	Principal, Reading Teachers, General Education, SPED teachers, Computer Teachers and Technology Specialists.	8/20/07	6/5/08	Education Innovation	30000
Plan and implement active strategies for reading and writing across the curriculum. Utilize the district provided materials, CRISS strategies, and other research-based active learning strategies. Include evidence of student progress in reading portfolios. Provide Intensive Reading Services in content are classes.	Principal, Reading Coaches, SPED teachers, General Education Teachers, Reading Teachers.	8/20/07	6/5/08	Continuous Improvement Model	0
Administer bi-weekly regular reading assessments to students for early identification of benchmark skill deficiencies; provide remediation for identified students. Counselors will provide information to students who are at risk of not passing the FCAT March Administration test.	Principal, Reading, and Language Arts Teachers, General Education and SPED Teachers, Counselors, Curriculum Coordinator.	8/20/07	6/5/08	District-wide Literacy Plan	0
Develop and implement a school-wide student incentive program to address student absenteeism occurring at selected centers throughout the school year, but more specifically during FCAT examination period. Financial resources to be given may include movie theatre tickets, electronic devices, gift certificates, contracted site educational incentives, and field trips to various Florida attraction parks.	Principal, Assistant Principals, Center Directors.	8/20/07	6/5/08	Pay/Incentive Model & Evaluation	5000
Identify the students in all subgroups scoring in Level 1 & 2 of the FCAT Reading Test, as delineated in AYP disaggregated data and implement a tutorial program to address the reading deficiencies of students.	Principal, Testing Chairperson, Educational Specialist, Curriculum Assistant Principal.	8/20/07	6/05/08	Alternative Education	35000
Engage students in projects requiring research in order to improve reading skills.	Principal, General Education, SPED teachers, Reading Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Administer Mock FCAT examinations to stimulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Test Chairperson, Reading Coaches, Curriculum Coordinator, Reading Teachers.	8/20/07	6/05/08	Continuous Improvement Model	0
Implement multi-sensory instruction in the general classroom to accommodate the various learning styles of Special Education (SPED) students.	Principal, General Education teachers, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Provide adequate resources (novels) and time as deemed appropriate for independent reading.	Principal, Reading Coaches, General Education Teachers (All Subject Areas)	8/20/07	6/05/08	District-wide Literacy Plan	

Implement all corrective actions identified by the District Sponsored Site Visitations.	Principal, Assistant Principals, Teachers, Counselors and School Support Personnel	7/5/07	8/28/08	Education Innovation	
Provide enrichment in reading to all students who are above grade level.	Principal, Reading Coaches, Teachers, Gifted Teacher	8/20/07	6/05/08	Advanced Academics	

Research-Based Programs

State Adopted Comprehensive Core Reading Programs used in our school:

- I. The Language of Literature Series, 2003 Edition, McDougal Littell, Grades 6 through 12.
- II. Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10.
- III. Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12,
- IV. Reading Plus,
- V. Plugged Into Reading,
- VI. Brainchild.

Professional Development

The Reading Coaches have planned the following professional development activities:

- I. Reading Endorsement classes,
- II. Training for the Title I Tutoring Teachers,
- III. Model Best Reading Practices at the various centers,
- IV. Intensive Reading Framework.
- V. 6-Trait Writing Assessment and Instruction,
- VI. CRISS Training,
- VII. Reading Endorsement classes.

Evaluation

This objective will be evaluated by summative scores on 2008 administration of the FCAT Reading Assessment. Additionally, a variety of formative assessments will be used to monitor student stay progress. M-DCPS, Interim Assessments and regular assessments such as criterion referenced and textbook assessments conducted regularly (other assessments will be conducted quarterly), with actual implementation of computer-based programs and diagnostic/placement, will be monitored by support staff.

A full comparison of pre- and post-test (STAR/BASI) results (for DJJ students), correlated with criterion reference testing will be reviewed to monitor gains established during student stay.

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

Students in the Educational Alternative Outreach Program will improve their mathematics skills.

Needs Assessment



School Improvement Plan 2007-2008



An analysis of the Spring 2007 FCAT Sunshine State Standards Mathematics Results, indicated that 9% of the Elementary students and 10% of the Secondary student population met high standards in the area of mathematics. A significant increase of 17% of students in 10th grade met high standards in mathematics.

In addition, results indicated that 45% of Elementary students and 46% of Secondary students made learning gains in mathematics. Again, a significant increase of 55% of students in 10th grade made learning gains in mathematics.

Students within the 25% lowest subcategory made notable learning gains in both Elementary and Secondary programs. Fifty - nine percent of students, who were amongst the lowest 25% subcategory in Elementary grades, made significant learning gains. Moreover, 62% of the Secondary students in the lowest 25%, made meaningful learning gains with 77% making major learning gains in 10th grade.

Thirty-six percent of the at-risk students assigned (8017- Abandoned, Abused and Neglected Programs) or adjudicated (8014 - Department of Juvenile Justice Programs, DJJ) to the Educational Alternative Outreach Program receive instructional and related services in either a remedial or special education inclusionary model.

In further study, the FCAT results for students who are incarcerated and awaiting impending prison terms, reveal that students suffer from the profound impact of institutionalization. Typically, these students, who experience the violence and anti-social behaviors found in jail, are overcome by a warranted hopelessness that causes despair. This intense emotional stress coupled with the uncertainty of ones future, directly impacts student FCAT performance. Additionally, students that experience or who are exposed to a terrifying event or ordeal in which grave physical harm has occurred, often suffer from Posttraumatic Stress Disorder (PTSD). These traumatic events include: abandonment, homelessness, violent personal assault, rape, physical and sexual abuse. The anxiety of the critical personal event limits a child's ability to perform on standardized tests. Students can be so traumatized that they become isolated from others. This impending lack of security due to crisis warrants limited student performance.

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 utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the White subgroup students in grades three through ten will improve their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the African American subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the Hispanic subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the English Language Learners (ELL) subgroup students in grades three through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 62 % of the Students with Disabilities (SWD) subgroup in grades through ten will increase their mathematics skills by achieving proficiency level on the 2008 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students scoring in the lowest 25% subgroup in grades three through ten will show learning gains on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade 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
Emphasize algebraic/geometric concepts and problem solving applications associated with 9th and 10th grade benchmarks in mathematics courses.	Principal, Mathematics Coach, Mathematics Teachers.	08/20/07	06/5/08	Continuous Improvement Model	0
Implement school-wide utilization of the Riverdeep Mathematics Internet-based programs.	Principal, Technology Specialists, Mathematics Teachers.	08/20/07	06/5/08	Education Innovation	30000
Administer Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Test Chairperson, Mathematics Coach, Curriculum Specialist, Mathematics Teachers.	10/1/07	06/05/08	Continuous Improvement Model	0
Track student progress in a variety of ways. Administer assessments, created by the Mathematics Coach, on a regular basis. Administer 3 interim assessments. Reinforce the implementation of administering the computer-based diagnostic/placement programs. Compare pre- and post-test results, correlated with criterion reference testing and FCAT.	Principal, Curriculum Specialist, Mathematics Coach, Test Chairperson, Mathematics Teachers.	09/10/07	06/20/08	Continuous Improvement Model	20000
Provide opportunities for teachers to participate in professional development activities that focus on content and strategies in mathematics benchmarks assessed through the FCAT and Riverdeep training for Mathematics and Science.	Principal, Mathematics Coach.	08/20/07	06/5/08	District-wide Literacy Plan	30000
Pursue all prior school records (FCAT documentation) for out-of-county and in-county students, ensuring appropriate placement and scheduling according to the Pupil Progression. Develop with student a plan of action that incorporates FCAT information ("Test Talks").	Principal, Counselors, Registrars, Center Directors.	08/20/07	06/5/08	Truancy Prevention	0
Develop and implement Continuous Improvement Model (CIM) Mathematics Focus Calendars/Pacing Guide with the assistance of the Mathematics Coach.	Principal Mathematics Coach, Mathematics Teachers.	8/20/07	6/5/08	Continuous Improvement Model	0
Analyze student test data to implement intervention for Level 1 and 2 students in mathematics. (The majority of the students in E.A.O.P.)	Principal, Testing Chairperson, Educational Specialist.	08/20/07	6/5/08	Continuous Improvement Model	0

Administer regular mathematics mini-assessments to students for early identification of benchmark skill deficiencies; provide remediation for identified students. Counselors will provide information to students who are at risk of not passing the FCAT March Administration test.	Principal, Mathematics Coach, Curriculum Specialist, Mathematics Teachers, Counselors.	09/01/07	06/05/08	Continuous Improvement Model	0
Administer M-DCPS, interim assessments on set dates.	Principal, Test Chairperson, Curriculum Specialist, Mathematics Teachers.	10/22/07	05/05/08	Continuous Improvement Model	0
Provide students with hands-on opportunities for inductive reasoning and discovery through classroom activities.	Principal, Assistant Principals Mathematics Coach, Mathematics Teachers.	08/20/07	06/05/08	Continuous Improvement Model	25000
Implement a rewards based attendance program to improve graduation rate.	Principal, Center Directors	08/20/07	06/05/08	Pay/Incentive Model & Evaluation	5000
Provide all students in 9th and 10th grade with the opportunity to enroll in extended school day tutorial classes or Saturday academies at the Department of Juvenile Justice (DJJ) Programs in preparation for the FCAT administration.	Principal, Assistant Principals, Mathematics Teachers.	10/9/07	06/05/08	Truancy Prevention	50000
Implement multi-sensory instruction in the general classroom to accommodate the various learning styles of Special Education (SPED) students.	Principal, General Education Teachers, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Implement all corrective actions identified by the District Sponsored Site Visitations.	Principal, Assistant Principals, Teachers, Counselors and School Support Personnel	7/5/07	8/28/08	Education Innovation	
Develop and implement a school-wide student incentive program to address student absenteeism occurring at selected centers throughout the school year, but more specifically during FCAT examination period. Financial resources to be given may include movie theatre tickets, electronic devices, gift certificates, contracted site educational incentives, and field trips to various Florida attraction parks.	Principal and Assistant Principal	7/5/08	8/28/08	Pay/Incentive Model & Evaluation	
Provide enrichment in mathematics to all students who are above grade level.	Principal, Mathematics Coaches, Teachers, Gifted Teacher	8/20/07	6/5/08	Advanced Academics	

Research-Based Programs

State Adopted Comprehensive Core Mathematics Programs used in our school:

1. Scott Foresman-Addison Wesley Mathematics, 2005 Edition, K-5 Textbooks Series,
2. Holt, Rinehart & Winston Holt Middle School Math, 2004 Edition,
3. Prentice Hall Mathematics, Pre-Algebra and Algebra 1, 2004 Edition,
4. Glencoe, Geometry: Concepts & Applications, 2004 Edition,
5. Glencoe Mathematics: Geometry, 2004 Edition,
6. Riverdeep,
7. Bridge to Algebra.

Professional Development

Based on the survey conducted during the first two weeks of school, instructional staff selected the following items as possible topics for future District Initiated Workshops in the area of Mathematics. Staff members from each center were contacted to examine their requests and to determine adequate mathematics manipulatives and supplemental materials. In addition, an informal needs assessment was conducted to provide analysis of appropriate support services afforded by the mathematics coach.

Professional Development Topics Prioritized in Order of Relevance to the Educational Alternative Outreach Program's Instructional Staff:

1. Increasing Student Achievement in Mathematics,
2. Sunshine State Standards/ C.B.C. for Mathematics: Middle/ High School,
3. Using mathematics manipulatives in the classroom: Middle/ High School,
4. Teachers Teaching with Technology,
5. Number Sense, Concepts, and Operations,
6. Measurement,
7. Pre-Algebra: Content, Strategies & Assessment,
8. Geometry: Content, Strategies & Assessment,
9. Scope and Sequence: Middle/ High School.

Evaluation

This objective will be evaluated by summative scores on 2008 administration of the FCAT Mathematics Assessment. Additionally, a variety of formative assessments will be used to monitor student stay progress. M-DCPS, Interim Assessments and regular assessments such as criterion referenced and textbook assessments conducted regularly (other assessments will be conducted quarterly), with actual implementation of computer-based programs and diagnostic/placement, will be monitored by support staff.

A full comparison of pre- and post-test (STAR/BASI) results (for DJJ students), correlated with criterion reference testing will be reviewed to monitor gains established during student stay.

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

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

Writing Statement

Students in the Educational Alternative Outreach Program will improve their writing skills.

Needs Assessment

An analysis of the spring 2008 FCAT Sunshine State Standards Writing Results indicated that 42% of the students in both the Elementary and Secondary programs met high standards of achieving 3.5 or above. In addition, 1% of the students will increase their writing skills.

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 utilizing the Competency-Based Curriculum/Sunshine State Standards, 43% of the students in grades four, eight and ten will obtain high standards in writing, as evidenced by achieving level 3.5 or above.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze district's FCAT Writing Pre-test based on the 6 point rubric to guide instruction according to student skill deficiencies.	Principal, Language Arts Instructors	9/17/07	6/05/08	District-wide Literacy Plan	0
Provide teachers with professional development in Holistic Scoring, FCAT Writing Prompts, and Writing Across the Curriculum.	Principal, Language Arts Instructors	9/17/07	6/05/08	District-wide Literacy Plan	10000
Incorporate daily writing activities that focus on a weekly benchmark. Show evidence of growth in individualized students' writing portfolios.	Principal, Language Arts Instructors	9/17/07	6/05/08	Continuous Improvement Model	0
Conduct parenting workshops to provide parents with necessary information to support their children in enhancing their writing skills.	Principal, All Educational Alternative Outreach Program Staff Members and site directors	9/17/07	6/05/08	Truancy Prevention	5000
Administer Mock FCAT writing examinations to stimulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, General Education Instructors	9/17/07	6/05/08	Continuous Improvement Model	0
Encourage Educators instructing within the Educational Alternative Outreach Program to apply for the two week writing course at the University of Miami, Zelda Glazer Writing Institute.	All administrators, language arts and reading instructors who are accepted and attend the Institute will incorporate strategies identified for teaching writing as presented during the course at the University of Miami, Zelda Glazer Writing Institute.	9/17/07	6/05/08	Continuous Improvement Model	0
Initiate and engage Educational Alternative Outreach students in a career poster and poetry contest.	Principal, Language Arts Instructors	9/07/07	6/05/08	Education Innovation	0
Implement school-wide midterm exams which model FCAT prompts.	Principal, General Education Teachers	9/17/07	6/05/08	Continuous Improvement Model	0
Conduct School-to-Career Initiative in-services focusing on lesson plan development in writing.	Principal and Vocational Specialists	9/17/07	6/05/08	District-wide Literacy Plan	5000
Implement multi-sensory instruction in the general classroom to accommodate the various learning styles of Special Education (SPED) students.	Principal, General Education Teachers, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Compare results on the Florida Writes pre- and post tests.	Principal, Language Arts Teachers, Curriculum Specialist	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement all corrective actions identified by the District Sponsored Site Visitations.	Principal, Assistant Principals, Teachers, Counselors and School Support Personnel	7/5/07	8/28/08	Education Innovation	
Provide enrichment in writing to all students who are above grade level.	Principal, Reading Coaches, Teachers, Gifted Teacher	8/20/07	6/05/08	Advanced Academics	
Review the writing process and scoring rubric with all teachers.	Principal, Reading Coaches	8/20/07	6/05/08	Other/ Not Applicable	
Provide educators with the opportunity to attend the Reading and Writing Connection workshop.	Principal, Reading Coaches	8/20/07	6/05/08	Continuous Improvement Model	



School Improvement Plan 2007-2008



Research-Based Programs

State Adopted Comprehensive Core Reading Programs used in our school:

- I. The Language of Literature Series, 2003 Edition, McDougal Littell, Grades 6 through 12.
- II. Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10.
- III. Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12,

Professional Development

50 teachers will participate in Connecting Reading and Writing workshop. Every effort will be made to assist educators instructing within Educational Alternative Outreach Program to attend the two week course at the University of Miami, Zelda Glazer Writing Institute.

Evaluation

This objective will be evaluated by summative scores on 2008 administration of the FCAT Writing Assessment. Regular assessments such as textbook, rubric scored writing samples will be administered by staff. Additionally, a variety of formative teacher developed writing assessments will be used to monitor on-going student progress.

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 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"/>

Science Statement

Students in the Educational Alternative Outreach Program will improve their science skills.

Needs Assessment

An analysis of the spring 2008 FCAT Sunshine State Standards Science Results indicated that 1% of the students in grades 5, 8 and 11th met high standards.

Additionally, further analysis of the 2008 FCAT test information revealed that eighth grade students need additional instruction in the following areas: Physical and Chemical Science, Earth and Space Science, Life/ Environment and Scientific Thinking. Eleventh grade students need additional instruction in the Physical and Chemical Science, and Earth & Space Science, Life/ Environment and Scientific Thinking content related to the FCAT test.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 26 % of the students in grades five, eight and eleventh will meet high standards in science as evidenced by the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for teachers to participate in professional development activities which focus on content and strategies in science benchmarks assessed through the FCAT and Riverdeep training in Science.	Principal, Science Department Chairperson.	10/12/07	06/05/08	Seamless PreK-12 Curriculum	10000
Implement school-wide utilization of the Riverdeep Mathematics and Science Internet-based programs.	Principal, Science Department Chairperson, Technology Specialists.	08/20/07	06/05/08	Education Innovation	30000
Administer and evaluate Science FCAT sample test with student participation and correction to assess their strengths and opportunities for improvement.	Principal, Science Department Chairperson, Science teachers.	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of FCAT science review material into the classroom lessons.	Principal, Science Department Chairperson, Science Teachers.	08/20/07	06/05/08	Continuous Improvement Model	45000
Participate in school and district's Science and Engineering Fairs as an end result of an increased mastery of the scientific method and process.	Principal, Science Department Chairperson, Science Teachers.	10/9/07	04/14/08	Education Innovation	5000
Create lesson plans targeted to improve the understanding of the scientific method, which ultimately gives the student mastery of the scientific process.	Principal, Science Teachers.	08/20/07	06/05/08	Education Innovation	0
Conduct School-to-Career initiative in-services focusing on lesson plan development in science Medical Careers and NASA Science.	Principal, Science Department Chairperson, Career Specialist.	10/09/07	06/05/08	Advanced Academics	0
Implement multi-sensory instruction in the general classroom to accommodate the various learning styles of Special Education (SPED) students.	Principal, SPED Teachers, General Education Teachers.	08/20/07	06/05/08	Inclusion of SWD	0
Administer M-DCPS Science Interim Assessments and evaluate results.	Principal, Science Chair, Science Teachers, Curriculum Specialist	8/20/07	6/05/08	Continuous Improvement Model	0
Implement all corrective actions identified by the District Sponsored Site Visitations.	Principal, Assistant Principals, Teachers, Counselors and School Support Personnel	7/5/07	8/28/08	Education Innovation	
Develop and implement Continuous Improvement Model (CIM) Science Focus Calendars.	Principal, Science Specialist, Science Teachers	8/20/07	6/5/08	Continuous Improvement Model	
Provide enrichment in science to all students who are above grade level.	Principal, Science Specialist, Teachers, Gifted Teacher	8/20/07	6/5/08	Advanced Academics	

Research-Based Programs

- I. Glencoe Florida Science 6th, 7th, and 8th , 2006 Edition.
- II. Earth Science: Geology, the Environment, and the Universe, 2006 Edition, Glencoe.
- III. Prentice Hall Biology, 2006 Edition.
- IV. Florida Holt Environmental Science, 2006 Edition.
- V. Glencoe Physical Science with Earth Science, 2006 Edition.
- VI. Riverdeep.

Professional Development

Professional Development Topics Prioritized in Order of Relevance to the Educational Alternative Outreach Program's Instructional Staff:

- I. Increasing Student Achievement in Science.
- II. Teachers Teaching with Technology.
- III. Sunshine State Standards/ C.B.C. for Science: Middle/
High School.
- IV. Earth and Space Science: Content, Strategies & Assessment.
- V. Science Curriculum Pacing Guide.
- VI. Integrating the Scientific Method.
- VII. Ideas and project guidelines for the Science Fair.
- VIII. Comprehensive Science: Content, Strategies & Assessment.
- IX. Physical Science: Content, Strategies & Assessment.
- X. Biology: Content, Strategies & Assessment.

Evaluation

This objective will be evaluated by summative scores on 2008 administration of the FCAT Science Assessment. Additionally, a variety of formative assessments will be used to monitor student stay progress. M-DCPS, Interim Assessments and regular assessments such as criterion referenced and textbook assessments conducted regularly (other assessments will be conducted quarterly), with actual implementation of computer-based programs, will be monitored by support staff.

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 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 checked="" type="checkbox"/>

Parental Involvement Statement

All parents of students attending programs within the Educational Alternative Outreach program will be provided the academic and social progress of their child and will be encouraged to be an active, helpful, contributor to their child's education.

Needs Assessment

The Educational Alternative Outreach Program will improve parental involvement. The majority of parents of at-risk students are employed in entry-level positions, which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site, such as parenting skills, education and basic literacy classes. Due to the parent and student socio-economic and academic history, several programs (for example Richmond Perrine Optimist Organization) are in place to support the many needs of the students, parents and the community.

Studies show that family involvement greatly enhances academic performances. (Stevenson and Baker 1987;USDE 1994). The assessment of parent logs and sign-in sheets indicate that only three community based organizations documented parent involvement. Directors from the Community Based Organizations have identified a 15% parental participation rate. All efforts will be made by the Educational Alternative Outreach Program administrative and support staff to improve by 5% the following:

- School/Home Communications,
- School sponsored activities to improve literacy at home,
- Parent Discipline Skills
- Visitation logs.

Measurable Objective

The Educational Alternative Outreach Program will increase parental involvement by 16%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide initial and ongoing training to school personnel regarding the procedures for student transitions/exits.	Principal, Transition Specialist	8/20/07	6/05/08	Truancy Prevention	0
Develop and initiate a transition plan/program which focuses on preparing students for exit from our DJJ residential and day treatment programs immediately upon entry.	Principal, Transition Specialist	7/5/07	6/28/08	Alternative Education	0
Continue updating the school website to enable parents access to their child's learning assignments and other pertinent school information.	Principal, Computer Technical Support Specialist	8/20/07	6/20/08	Truancy Prevention	0
Provide parental Group, Parent Advisory Council (PAC) and Volunteer Parent programs at selected centers.	Principal, Instructional and Support Personnel, Contracted Center Directors	08/20/07	6/05/08	Improve Public Perception	0
Establish an Educational Alternative Outreach Program parent newsletter.	Principal, Educational and Support Personnel	8/20/07	6/05/08	Improve Public Perception	0
Continue to evaluate and revise the evaluation tool to assist in monitoring parental involvement within contracted programs utilizing the District Sponsored Site Visitation Report.	Principal, All Contracted Center Directors and the Educational Alternative Outreach Program Administration/Educational and Support Staff	8/20/07	6/05/08	Alternative Education	0
Increase career workshops provided by the career specialist to inform students and parents of opportunities for a variety of career choices.	Principal, OJT (On The Job) Teachers, Career Specialist	8/20/07	6/05/08	Business Process Redesign	0

Research-Based Programs

Standards set forth by the National Parent Teacher (PTA) will be utilized to assist this parental involvement endeavor.

Professional Development

Three Title I, resource educators have been hired for the 2007 - 2008 school year. These educators will assist contracted site staff members in incorporating the CIM Model as it pertains to parental involvement.

In an effort to assist students who are in state custody and within the Department of Juvenile Justice (DJJ) system, a new transition specialist position was created during the latter part of the 2005-2006 school year. The transition specialist position will continue to provide technical assistance and professional development to educational and support staff transition students assigned to a Department of Juvenile Justice (DJJ).

Additionally, ten to twelve administrative and educational staff members attend the Annual Juvenile Justice Educational Enhancement Program Conference. This annual conference provides information regarding updates to Florida State Statutes and the Department of Education changes as it pertains to juvenile justice policies and procedures.

Evaluation

The following evaluation tools/surveys will be utilized to analyze parent participation:

1. Attendance logs will show parental attendance,
2. Professional Development Records,
3. Parent survey results,
4. Student Survey Results,
5. DJJ Transition Specialist Student Logs.

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"/>

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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

All M-DCPS, governmental agency programs and contracted centers staff will collaborate with the Educational Alternative Outreach Program administrative staff on efforts to reduce by 10% the school-wide suspension rate.

Needs Assessment

In an effort to continue to reduce the numbers of outdoor suspensions (During the 2006-2007 school year the rate reduction was 8% each quarter); the administration of the EAOP will continue work to reduce outdoor suspension(s) by increasing the awareness of the various alternatives available to center directors and staff. Administration will meet with centers (directors and/or staff) to highlight strategies and procedures that are positive consequences designed to reduce conflict and thus suspensions. Administration will determine follow-up and assistance by the number of referrals and suspensions kept online by the District. (Various reports are generated by the 4th District – Student Case Management Referral Action and Suspension Report.)

Measurable Objective

The Educational Alternative Outreach Program will continue to implement those strategies that produced a marked reduction in last year's suspension rate by 10%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review discipline/suspension data with contracted center directors to determine which centers need on-going assistance.	Principal and administrative staff	8/05/07	6/05/08	Truancy Prevention	0
Identify students requiring additional support services.	Principal, Administrative Staff , Contracted Center Directors, Psychologists, Staffing Specialists, Social Worker, Trust Counselor, School Counselors, Educational and Support Staff	8/20/07	6/05/08	Inclusion of SWD	0
Incorporate identified behavioral approaches within the classroom as established by the Melissa Institute.	Principal, administrative, educational and support services staff members	8/20/07	6/05/08	Safe and High-quality Facilities	500
Reinforce existing positive behavioral/discipline techniques will be continued with additional resource strategies as indicated within, "When the Chips Are Down Learning Disabilities and Discipline" behavior/discipline video.	Principal, All administrators, educators and support staff (contracted/M-DCPS) will implement on-going successful behavior modification techniques along with new discipline initiatives.	8/20/07	6/05/08	Inclusion of SWD	5000
Monitor referrals to indicate those contracted programs and governmental agencies that need additional support.	Principal, Educational Alternative Outreach Program Principal and administrative staff	8/20/07	6/05/08	Truancy Prevention	0

Research-Based Programs

The Melissa Institute
 Student Support Team
 Little Havana Institute School-wide Discipline Plan

Professional Development

During the 2007-2008 school year each administrator/educator (M-DCPS or contracted) will be apprised of the behavior modification plan for the overall discipline component for the Educational Alternative Outreach Program. Selected administration, faculty and staff will attend the Melissa Institute, SST and Inclusion training. In addition, staff members will be afforded the following district in-services: Student Support Team (SST) Training, Inclusion Training, Special Education Compliance and the Department of Juvenile Justice Compliance Monitoring Training.

Evaluation

Utilizing the 2007-2008 school year COGNOS report, the number of suspensions will be evaluated to continue to reduce the suspension rate each quarter by 10%.

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"/>

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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

Students and teachers in the Educational Alternative Outreach Program will improve their technology skills.

Needs Assessment

An analysis of the Spring 2007 FCAT Sunshine State Standards Reading, Math and Science Results indicated that students enrolled within the Educational Alternative Outreach Program (EAOP) need additional types of instruction to help them reach learning gains in the areas of reading, math, and science. EAOP has infused technology within the curriculum to enhance learning. Our program has made accommodations for the students that are pursuing a G.E.D. exit option. This has been made possible by having technology and instructional materials available to them. Teachers will monitor student's progress through a variety of on-line reporting options.

Measurable Objective

Given instruction with the use of technology, students in all grades, identified with needed areas of improvement, will increase by 10% computer and technology usage in reading, math, science and writing.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue implementing CornerStone: This computer program builds comprehension skills using thematic content from the popular Cobblestone's history magazines.	Principal, all Educational Alternative Outreach Program administrators/educational and technical support staff	08/20/07	06/05/08	Education Innovation	10000
Continue monitoring computer interactive progress utilizing Riverdeep.	Principal, all Educational Alternative Outreach Program administrators/educational and technical support staff	08/20/07	06/05/08	District-wide Literacy Plan	0
Initiate further the implementation of Plugged into Reading.	Principal, Educational Alternative Outreach Program administrators/educational and technical support staff will be apart of this initiative	08/20/07	06/05/08	District-wide Literacy Plan	45000
Infuse technology through the computer education components Success-Maker Enterprise.	Principal, Educational Alternative Outreach Program administrators/educational and technical support staff will be apart of this initiative	8/20/07	6/05/08	Education Innovation	10000
Introduce differentiated instruction through the electronic tutor BRAINCHILD, study buddy.	Principal, Technical Support Specialist and educational and support personnel	8/20/07	6/05/08	Education Innovation	0
Provide equipment to support and infuse the use of technology.	Principal, Technical Support Specialists, Educational and Support Personnel	8/20/07	6/05/08	Education Innovation	0
Initiate Reading Plus Program at all Educational Alternative Outreach Programs.	Principal, Contracted Center Directors, Technical Support Specialists, Instructional and Support Staff	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

The Educational Alternative Outreach Program will use the following research-based programs:

1. Cornerstone,
2. Successmaker, Computer Curriculum Company,
3. The Learning Company, Skillsbank 4,
4. Riverdeep, Destination Math and Tangible Math/Science Explorer and Gateway,
5. GED Preparation,
6. Renaissance Learning STAR,
7. Plugged Into Reading,
8. Reading Plus Program.

Professional Development



School Improvement Plan 2007-2008



Instructional in-services will continue to be provided (or initiated) to all educators (M-DCPS and contracted programs) for the following initiatives:

1. EDUSOFT Training for the CIM Model regular assessment implementation;
2. School-wide in-services to improve utilization of the Riverdeep Mathematics and Science Internet-based programs;
3. Data analysis training to consider student assessment data to implement instructional intervention;
4. M-DCPS-Software report (SPI) training will be provided to determine student data. All identified areas of student difficulty will be established in order to assist teachers effectively target instruction to increase student academic performance;
5. A Train the Trainer model will be used to train teachers on the use of the newly purchased BRAINCHILD, Study Buddy.

Evaluation

All technology infused instruction will be monitored by the technology specialists through review reports of all programs.

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 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"/>

Health & Physical Fitness Statement

Students in the Educational Alternative Outreach Program will participate in annual health and physical fitness activities.

Needs Assessment

Due to the unique student living situations (i.e. private/public hospitals; Department of Children and Families emergency shelters and group homes; Miami-Dade County Correctional facilities; Department of Juvenile Justice residential and detention facilities, psychiatric/drug and alcohol rehabilitation centers and the physical and sexual abuse centers); the physical fitness and health component may be collaboratively (M-DCPS teachers and facility staff) offered within the actual facility as part of the student's treatment plan or provided by direct instruction through M-DCPS.

Private/public agencies provide weight training rooms, basketball courts and physical fitness areas to which students and agency staff accommodate students requiring the P.E. ½ credit and Health ½ credit for graduation. All efforts will be made to build awareness about student wellness and encourage them to eat healthy and be active.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 10% of students in grades, kindergarten through twelve will improve their physical fitness ability and health habits as evidenced by academic grade improvement and physical education participation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student physical education participation rate.	Principal, M-DCPS Instructional and Support Staff, Agency Athletic Provider, Contracted Center Director	7/5/07	6/31/08	Truancy Prevention	0
Continue to evaluate student health and fitness progress.	Principal, Instructional Staff, Contracted Center Directors, Agency Athletic Providers, Coaches	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Research the possibility of providing the following national physical fitness efforts: The National Junior Athletic League, The Ultimate Wellness Challenge and the President's Council on Physical Fitness.	Principal, Instructional Staff, Contracted Directors, Agency Athletic Providers, Coaches	8/20/07	6/20/08	Healthcare & Healthy Choices	0

Research-Based Programs

Elementary Health - Mac Millan/McGraw Hill: Health & Wellness,2007,
Health 1 Life Management – Glencoe Health/McGraw-Hill,2007.

Professional Development

Collaborating professional development between public/private agency physical fitness support staff and M-DCPS instructors is on-going. Often times an agency provides a fitness component that employs former professional athletes to coach students as part of the (contracted/cooperative agreement) treatment plan. These professionals offer M-DCPS instructors actual engagement within the activity process and conversely, the M-DCPS staff member offers instructional methodology to the health and fitness component.

Evaluation

This objective will be evaluated utilizing student academic improvement (teacher gradebook) in physical fitness ability and health habits. Additionally, the student physical education participation rate will be reviewed by instructional and facility staff members.

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 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"/>

Electives & Special Areas Statement

Students in the Educational Alternative Outreach Program will participate in artistic expression and music appreciation activities.

Needs Assessment

Due to the unique student living situations (i.e. private/public hospitals; Department of Children and Families emergency shelters and group homes; Miami-Dade County Correctional facilities; Department of Juvenile Justice residential and detention facilities, psychiatric/drug and alcohol rehabilitation centers and the physical and sexual abuse centers) special area instruction may be limited. Secondary instruction concentrates on classes necessary for graduation. Art and Music is provided for all elementary students at several contracted Community Based Organizations (CBO's) and governmental agencies.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards in art, students in grades kindergarten through twelve will improve their artistic expression and participation as evidenced by improved academic grades in art.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a wide range of performing arts experiences where possible.	Principal, Instructional and Support Staff, Contracted Center Directors and Staff	8/20/07	6/05/08	Education Innovation	2000
Establish an Educational Alternative Outreach Program "Decorate the Office" Contest.	Principal, Educational and Support Staff, Contracted Center Directors, Contracted Instructional Staff, Career Specialist,	08/20/07	6/5/08	Education Innovation	5000
Provide field trips to the Miami Carnival Center for the Performing Arts	Principal, Educational and Support Staff, Contracted Center Directors, Career Specialist,	8/20/07	6/05/08	Education Innovation	2000

Research-Based Programs

Understanding Art, Glencoe, 2007,
 Discovering Drawing, Davis 2007,
 Exploring Painting, Davis, 2003,
 The Visual Experience, Davis, 2005

Professional Development

Educational and support personnel will be provided a faculty training session on the incorporation of the curriculum "Best Practices" suggestions offered per the Weekly Curriculum Briefings which will be e-mailed to each Educational Alternative Outreach Program contracted and governmental agency.

Evaluation

This objective will be evaluated through documented activities and field trips.

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 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"/>

Return On Investment Statement

During the 2007 - 2008 school year, The Educational Alternative Outreach Program (EAOP) will monitor the value of its cost effectiveness based on the actual per pupil cost expenditure.

Needs Assessment

The Educational Alternative Outreach Program collects, monitors, and disaggregates financial data internally to achieve more cost effectiveness for each school year. During the 2007 - 2008 school year the initiation of a survey tool will be administered (teachers) to analyze the effectiveness of all educational programs.

Measurable Objective

The Educational Alternative Outreach Program will improve the cost effectiveness for the 2007 - 2008 school year. The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) format as outlined by the Florida Department of Education will be utilized to achieve school-wide instructional program cost effectiveness.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the web-based Instructional Program Cost Effectiveness Survey.	Principal, Computer Technical Specialists, Instructional and Support Staff, Contracted Directors and Staff	8/20/07	6/5/08	Business Process Redesign	0
Analyze the cost effectiveness survey tool to document instructional program review.	The Educational Alternative Outreach Administrative and administrative staff	8/20/07	6/05/08	Pay/Incentive Model & Evaluation	0
Review procedures provided by The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) as outlined by the Florida Department of Education, to achieve school-wide instructional program cost effectiveness.	Principal, Computer Technical Specialists, Instructional and Support Staff, Contracted Directors and Staff	8/20/07	6/05/08	Business Process Redesign	0

Research-Based Programs

Florida Department of Education Return on Investment Indicators

Professional Development

Administrative staff will train all staff members (faculty meeting) of the web-based Instructional Program Cost Effectiveness Survey.

The administrative and appropriate educational staff of the Educational Alternative Outreach Program will attend all M-DCPS in-services and the annual Department of Juvenile Justice, Juvenile Justice Educational Enhancement Program conference pertaining to financial expectations and implications of the program.

Evaluation

ROI will improve on 2008 published index.

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 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

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

Graduation (High Schools Only) Statement

The 12th grade graduation rate for students within the Educational Alternative Outreach Program will improve.

Needs Assessment

An analysis of the Spring 2007 FCAT Sunshine State Standards Results, and student credit achievement indicated that 2% of students in grade 12 met all graduation requirements.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, students in grade 12 will meet graduation requirements.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Pursue all prior school records (FCAT documentation) for out-of-county and in-county students, ensuring appropriate placement and scheduling according to the Pupil Progression. Develop with student a plan of action that incorporates FCAT information ("Test Talks").	Principal, Counselors, Teachers	7/5/07	8/28/08	Alternative Education	
Implement a rewards based attendance program to improve graduation rate.	Principal, Counselors, Teachers	7/5/07	8/28/08	Pay/Incentive Model & Evaluation	
Track student progress in a variety of ways. Administer assessments on a regular basis. Reinforce the implementation of administering the computer-based diagnostic/placement programs. Compare pre- and post-test results, correlated with criterion reference testing and FCAT. Encourage student participation during "Test Talks".	Principal, Counselors	7/5/07	8/28/08	Alternative Education	

Research-Based Programs

State Adopted Comprehensive Core Reading Programs used in our school:

- I. The Language of Literature Series, 2003 Edition, McDougal Littell, Grades 6 through 12.
- II. Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10.
- III. Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12,
- IV. Reading Plus,
- V. Plugged Into Reading,
- VI. Brainchild.
- VII. Timed Reading Plus, 1998 Edition.

State Adopted Comprehensive Core Mathematics Programs used in our school:

- I. Scott Foresman-Addison Wesley Mathematics, 2005 Edition, K-5 Textbooks Series,
- II. Holt, Rinehart & Winston Holt Middle School Math, 2004 Edition,
- III. Prentice Hall Mathematics, Pre-Algebra and Algebra 1, 2004 Edition,
- IV. Glencoe, Geometry: Concepts & Applications, 2004 Edition,
- V. Glencoe Mathematics: Geometry, 2004 Edition,
- VI. Riverdeep,
- VII. Bridge to Algebra.

State Adopted Comprehensive Core Science Programs used in our school:

- I. Glencoe Florida Science 6th, 7th, and 8th , 2006 Edition.
- II. Earth Science: Geology, the Environment, and the Universe, 2006 Edition, Glencoe.
- III. Prentice Hall Biology, 2006 Edition.
- IV. Florida Holt Environmental Science, 2006 Edition.
- V. Glencoe Physical Science with Earth Science, 2006 Edition.
- VI. Riverdeep.

State Adopted Comprehensive Core Health and Fitness Programs used in our school:

- Elementary Health - Mac Millan/McGraw Hill: Health & Wellness, 2007,
Health 1 Life Management – Glencoe Health/McGraw-Hill, 2007.

State Adopted Comprehensive Core Elective Programs used in our school:

- Understanding Art, Glencoe, 2007,
Discovering Drawing, Davis 2007,
Exploring Painting, Davis, 2003,
The Visual Experience, Davis, 2005

Professional Development

The Reading and Math Coaches have planned the following professional development activities:

- I. Reading Endorsement classes,
- II. Training for the Title I Tutoring Teachers,
- III. Model Best Reading Practices at the various centers,
- IV. Intensive Reading Framework.
- V. 6-Trait Writing Assessment and Instruction,
- VI. CRISS Training,
- VII. Reading Endorsement classes.

Professional Development Topics Prioritized in Order of Relevance to the Educational Alternative Outreach Program's Instructional Staff:

- I. Increasing Student Achievement in Mathematics,
- II. Sunshine State Standards/ C.B.C. for Mathematics: Middle/ High School,
- III. Using mathematics manipulatives in the classroom: Middle/ High School,
- IV. Teachers Teaching with Technology,
- V. Number Sense, Concepts, and Operations,
- VI. Measurement,
- VII. Pre-Algebra: Content, Strategies & Assessment,
- VIII. Geometry: Content, Strategies & Assessment,
- IX. Scope and Sequence: Middle/ High School.

Evaluation

This objective will be evaluated by comparing actual 2008 graduation rates to 2007 graduation rates.

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 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

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

Other Statement

Through joint collaboration the Educational Alternative Outreach Program and all private/non-profit governmental/community based organizations will ensure that the required level of critical (emotional, psychological, financial and residential) care and educational standards are provided to all neglected and delinquent, M-DCPS students.

Needs Assessment



School Improvement Plan

2007-2008



The 1994 reauthorization of Title I, the "Improving America's Schools Act", provides administrators and educators with increased financial opportunities to improve the quality of education for at-risk students. The purpose of Title I, however, remains the same, to improve the educational, social and emotional opportunities of educationally deprived neglected and delinquent students by helping them:

- Succeed in all appropriate educational programs,
- Attain grade level proficiency or graduation,
- Improve achievement in basic and advanced skills,
- Acquire the skills necessary to be a community member,
- Receive the social, emotion security necessary for a child.

Each M-DCPS contracted program is evaluated by the District Sponsored Site Visitation Team. This team regularly determines the various need level of each M-DCPS, contracted program. Additionally, all Department of Juvenile Justice (DJJ) programs are regulated and are annually reviewed by the Juvenile Justice Educational Program Quality Assurance Standards reviewers. The Educational Alternative Outreach Program will continue to provide the following:

1. Evaluate each Educational Alternative Outreach Program contracted site.
2. Enforce all recommendations provided by the Contracted Agency Compliance Monitoring Report.
3. All DJJ programs will meet Quality Assurance Standards set forth by the Juvenile Justice Educational Program (JJEEP).

Measurable Objective

District sponsored school visitation report score ratings will increase for each contracted agency. Continued efforts will be made to increase the overall DJJ quality assurance score, with the ultimate aspiration of achieving either an outstanding or deemed status for each Department of Juvenile Justice (DJJ) site will be the Educational Alternative Outreach Program's 2007-2008 focus.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review all annual revisions to policies and procedures set forth by the Juvenile Justice Educational Enhancement Program.	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	7/5/07	6/28/08	Alternative Education	0
Initiate all annual instructional program revisions set forth by the Juvenile Justice Educational Enhancement Program.	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	7/5/07	6/28/08	Alternative Education	0
Conduct internal bi-annual mock Quality Assurance Reviews to identify all needed areas of improvement as outlined by the Department of Juvenile Justice (DJJ) and the Juvenile Justice Educational Enhancement Program (JJEEP).	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	7/5/07	6/28/08	Alternative Education	0

<p>Provide corrective action to any and all identified deficiencies as deemed appropriate per annual Department of Juvenile Justice (DJJ) and the Juvenile Justice Educational Enhancement Program Quality Assurance Review.</p>	<p>M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff</p>	<p>7/5/07</p>	<p>6/28/08</p>	<p>Alternative Education</p>	<p>0</p>
<p>Provide assistance to any and all deficiencies as identified during the District Sponsored Site Visitation Team.</p>	<p>Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Contracted Directors and Staff</p>	<p>7/5/07</p>	<p>6/28/08</p>	<p>Alternative Education</p>	<p>0</p>

Research-Based Programs

Quality Assurance Standards set forth by the Florida Department of Juvenile Justice (DJJ), Juvenile Justice Educational Enhancement Program (JJEPP) and the Florida Department of Education (FLDOE)

Professional Development

The District Sponsored Site Visitation Team of administrative and support staff will provide the annual compliance monitoring team building in-services. On site visitations will be conducted to further assist contracted directors and educators fulfill all Florida state mandates and M-DCPS policies and procedures.

Evaluation

The programs will be bi-annually evaluated using the criteria set forth by the Contracted Agency Compliance Monitoring Report and annually the Department of Juvenile Justice/Juvenile Justice Educational Enhancement Program Quality Assurance Standards.

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 Educational Alternative Outreach Program is now involved in the creation of the Parent Advisory Council (PAC) through Title I.

Training:

The EESAC Council has recommended that intensive training be provided in the areas of Reading and Mathematics, as well as, follow up training sessions for the teachers who utilize software-based Reading and Math programs. Provide SPED teachers with follow up training on new guidelines. The EESAC committee has collaborated in the formulation of the Student Achievement Enhancement Allocation Program. According to the 2007- 2008 plan, monies are being allocated to offer Reading Endorsement Classes and CRISS training for all instructional staff.

Instructional Materials:

With the assistance of the EESAC, our focus of the 2007 - 2008 school year will be upgrading the Mathematics Intervention and Enrichment Programs. The incorporation of the Bridge to Algebra Cognitive Tutor (Carnegie Learning) will be piloted at one of the Department of Juvenile Justice (DJJ) Programs. This computer based mathematics enrichment program will be implemented within a self-contained lab setting.

Technology:

Educational Technology is infused into the curriculum at The Educational Alternative Program centers in a variety of ways. Technology is utilized by students when being introduced to new concepts, reviewing previously learned concepts, accessing progress, publishing projects/assignments, developing computer related skills, exploring and investigating career opportunities/prerequisites and accessing research and reference sources. The use of educational technology curriculum software is targeted at a specific range of grade levels. Students are initially placed into the program at a grade level recommended by the teacher through the use of placement testing. Teachers can monitor the progress of individual students through a variety of on-line reporting options. The EAOP utilizes the following curriculum software applications: Computer Curriculum Corporation Success-Maker Subjects; Language Arts, Math, Science, GED, Grade Levels 1- 12, The Learning Company; Cornerstone Subjects, Language Arts, Math, Science, GED, Grade Levels; 3-8 The Learning Company; Skills-bank 4 Subjects, Language Arts, Math, Science, GED Grade Levels: 6-adult; River-deep - Destination Math and Tangible Math/ Science Explorer and Gateways, Subjects; Math and Science Grade Levels, 4-12 Barons GED Subjects, GED Preparation Grade Levels, 6-12; Renaissance Learning-STAR Reading and Math Subjects, Reading and Math level Assessment Grade Levels: 1-12.

Staffing:

The EESAC committee will continue to utilize the Title I Teachers as tutors to the students attending our contracted centers. After-school tutoring and intensive reading instruction in the content areas will also be offered through the use of teachers working under the Title I Program.

Student Support Services:



School Improvement Plan

2007-2008



The Trust Counselor will continue to visit various centers and provide individual and group counseling. Although the different agencies provide in-house counseling, the EESAC committee has recommended hiring additional M-DCPS Trust Counselors and social workers to improve the existing social services to all centers.

Other Matters of Resource Allocation:

Recommendation was made that a Behavior Modification Plan/Program be implemented at all E.A.O.P. centers. The possible hiring of a Behavior Management Teacher and/or SED (Severely Emotional Disturbed) counselor to assist in this effort is being considered at this time.

Benchmarking:

The school match for our program is Coral Park Senior High School. Our collaborative plans are based on the fact that Outreach's Level I and Level II student scores corresponds to the Level I and Level II student scores at Coral Park Senior High School. Both schools have concurred to address and assess similar benchmarks. Moreover, by using a local school, our leadership team and instructional staff will be able to confer on successes and best practices.

In comparing and contrasting our overall program to other schools, the following findings indicate that JRE Lee Center, Miami Douglas MacArthur Senior, Academy for Community Education, Jan Mann Opportunity Education and other Alternative programs fall into the same categories in regards to student ethnic demographics, incidents data, and student performance.

School Safety & Discipline:

Besides the various programs that are implemented at the E.A.O.P., such as Do the Right Thing, DARE, and various Trust Counselor programs, the EESAC committee has recommended to plan and eventually implement a program-wide Behavior Modification program that will motivate students to internalize positive attitudes towards following rules, and consequently improving the school's discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	85000
Mathematics	160000
Writing	20000
Science	90000
Parental Involvement	0
Discipline & Safety	5500
Technology	65000
Health & Physical Fitness	0
Electives & Special Areas	9000
Return On Investment	0
Graduation (High Schools Only)	0
Other	0
Total	434500



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