

SCHOOL IMPROVEMENT PLAN 2007 - 2008

C.O.P.E. North Alternative Education Center (8121)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Mary Richards

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

COPE Center North is a non-residential program established by the School Board of Miami-Dade County to address the educational, social, and medical needs of expectant and teen parents and their children. The program provides uninterrupted learning opportunities for students who continue their academic program requirements for graduation and are entitled to ancillary services such as transportation, health and child care. The average student enrollment is 240 expectant and teen parents and 130 infants and toddlers. The grade configuration is Pre-K (four weeks to three years) and six through twelve. Given the special population of expectant and teen parents, the school faces extreme challenges in educating students. The culture of the school is one of a nurturing environment--one that creates the climate for social, emotional and physical development of infants/toddlers and teen parents. It is the premise of the administration, faculty and staff that all children deserve a quality education, beginning at birth. Therefore, the Creative Curriculum and the Sunshine State Standards guide students' affective and cognitive development.

Given instruction based on Sunshine State Standards (SSS), students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), Black students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), Economically-Disadvantaged students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), at least 50% of grade 11 and 12 students retaking the FCAT Reading Subtest will meet the state requirement for graduation with a Developmental Scale Score of 1926 or higher.

Given instruction based on the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on the Sunshine State Standards (SSS), Economically-Disadvantaged students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on Sunshine State Standards (SSS), at least 50% of grade 11 and 12 students retaking the FCAT Mathematics Subtest will meet the state requirement for graduation with a Developmental Scale Score level of 1889 or higher.

Given instruction using Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 % scoring at or above a 3.5 on the 2008 Writing + Test.

Given instruction using the Sunshine State Standards, students will improve science skills as evidenced by 49% grade 11 students scoring at or above achievement level 3 on the 2008 FCAT Science Test.

Given the need to maintain parental engagement in student learning, parental participation for school activities will increase by 5% as evidenced by sign-in sheets as compared to the previous school year.

Students, faculty, and staff at COPE Center North will work and study in an environment that is conducive to learning as evidenced by a 5% increase in the 2007-2008 attendance rate as compared to that of the 2006-2007 school year.

Given school-wide attention to school improvement goals, staff will increase use of instructional technology to improve teaching and learning as documented by a 20% increase in teacher use of these tools.

Given implementation of the Physical Education and Obesity Prevention program, 60 % of eligible students enrolled in COPE North's Personal Fitness course will demonstrate improvement in their graphed baseline BMI -for-Age assessment as well as the weight limits set by the United Health Foundation as recorded prior to participation in the program.



School Improvement Plan

2007-2008



Given the importance of career-related activities in student development, there will be an increase in student participation in the three academies (Family Consumer Sciences, Health Science Education, and Visual and Performing Arts) as evidenced by the amount of relevant activities recorded in the 2007-2008 school year.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, Cope North will increase learning gains in Reading, Mathematics, Writing, and Science in the March 2008 FCAT administration.

Based on the results of the Spring 2007 Organizational Performance Improvement Snapshot (OPIS) the two overall weaknesses include the categories: Strategic Planning (average of 4.1, the same score as the 2006 OPIS) Process Management (average of 4.2, a .1 increase from 2006 OPIS). Though these were also the lowest two categories in last year's survey, scores remained steady from the 2006 survey. In analyzing these results, we have the opportunity to improve by using our leadership team meetings and professional learning communities to closely monitor how our employees view their jobs in relationship to the larger school improvement issues; supervisors will encourage staff members to explore possible resources, collect information about the quality of their work, engage in reflective thinking, and arrive at a clear understanding of how the location's plans impact their work and vice versa. Staff members will recognize that they have control over their work and, as our school continually plans and generates change for the future, will be asked for their input and feedback. This empowerment will benefit our faculty and staff, as well as our student body.



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.

8121 - C.O.P.E. NORTH ALTERNATIVE EDUCATION CENTER

VISION

All students are prepared to become productive citizens in their communities.

MISSION

We prepare Pre-K children for school readiness and develop related and challenging academic programs for older students.

CORE VALUES

We value responsibility as the foundation for which character is developed. If individuals accept personal responsibility for their actions, every other core value will emerge.

School Demographics

- School facility and school community: The culture of the school is one of a nurturing environment – one that creates the climate for social, emotional and physical development for infants/toddlers and teen parents. The safe facility, along with a clean and nurturing environment, create ideal learning conditions at the school. Support services programs such as health and child care, social services and transportation, assist students in becoming productive and self-sufficient citizens.
- Student demographics breakdown:
 - Grade 6: 1 Black and 1 Hispanic
 - Grade 7: 3 Blacks and 1 Hispanic
 - Grade 8: 5 Blacks and 1 Hispanic
 - Grade 9: 7 Blacks and 9 Hispanics
 - Grade 10: 16 Blacks and 9 Hispanics
 - Grade 11: 25 Blacks and 3 Hispanics
 - Grade 12: 31 Blacks and 5 Hispanics
- Teacher demographics: Black, Non-Hispanic teachers 86%; White Non-Hispanic teachers 10%; Hispanic teachers 4%; Multi-ethnic 0%.
- Class size/teacher–to-student ratios: The program provides uninterrupted learning opportunities for students who continue their academic program requirements for graduation in a small class environment. Teacher to student ratio is 1:12.
- Attendance rate including comparisons to district and state averages: One of the major challenges is low attendance due to doctor's appointments, four-week delivery periods, and illness of child. COPE's attendance rate for the 2005-2006 year was 83.8%, as compared with the district's 95.07%, and the state's 93.67%.

School Foundation

Leadership:

Highly qualified and certified administrators along with a departmental leadership team and school support members comprise the leadership component of COPE Center North. United by a shared vision and mission, these leaders create a positive and cooperative work environment for all staff. The system of leadership is a cooperative one in which issues are resolved using professional leadership, learning community, and data team meetings to arrive at consensus on the best practices for the school's day-to-day operations. These individuals address critical academic issues and set a unified direction by crafting focused action plans and school improvement initiatives.

District Strategic Planning Alignment:

The administration and departmental leaders spearhead the district strategic planning goals by involving all staff in the creation of the components of the School Improvement Plan. Goals and objectives on the School Improvement Plan, with the state's guidance document and the district support of the School Improvement Office, provide a framework for alignment. For example, all departments held a "Lessons Learned" meeting where they scrutinized SIP strategies as they pertain to the improvement of student achievement; strategies were reviewed to include meaningful activities. Also, a draft of the School Improvement Plan was closely revised by the district support staff and department leaders (i.e., Leadership Team) to assure school success.

Stakeholder Engagement:

COPE North has the ability to respond to the whole child and meet the needs of its students and their children. Stakeholder engagement is closely supervised by way of careful analysis of data and continuous exploration of academic strengths and weaknesses. Remediation and enrichment are provided on a daily basis in order to improve the level of stakeholder engagement. Results from the Spring 2007 Organizational Performance Improvement Snapshot Survey reflect that in the area of business results and performance, our staff also exhibits a high level of satisfaction. This, of course, directly impacts stakeholder engagement.

Faculty & Staff:

Input from the faculty and staff at COPE Center North is elicited and utilized at every level of decision-making. Representatives from every group participate through the leadership team, EESAC, and unions (i.e., UTD, AFSME, and DESMEC). Each of these groups provides information and recommendations regarding the overall and specific school functions and operations. As an effective school, this team is united by a vision to provide higher quality instruction to all students. Our strength would be a shared strategic vision and a high level of professionalism. These elements, along with the process of continuous improvement in place, are the key ingredients to an effective team of faculty and staff. Additionally, the five stages of the change process: mobilize, discover, deepen, develop, and deliver are being implemented in our team approach. We collaborate as stakeholders with shared responsibilities, and meet daily in order to continually create new knowledge, and refine the process of shared decision-making. Opportunities for professional development emerge from ongoing identification of teacher and student needs. As evidenced by the OPIS survey, a resulting high level of morale is evident at the school site. These factors ultimately impact student achievement.

Data/Information/Knowledge Management:

The research-based school improvement model at COPE Center North is the Continuous Improvement Model, a results-oriented model that was successfully implemented in Brazosport School District in Texas. CIM has been integrated with Total Quality Management (TQM) practices that are used to improve any organization at any level. For this reason, pupil achievement are indicators of the program's success. The ultimate goal of the CIM is to foster a culture of excellence by constantly evaluating the process that is working toward systematic improvement.

Data is continually utilized to measure our progress toward school improvement goals. To monitor the progress of employees and student functions at the school, data is frequently reviewed through the data study teams, professional learning communities, collaborative team planning sessions, and leadership team meetings. Data information could include monthly departmental assessments, district interims, official FCAT data, other reading data (i.e., FORF, Accelerated Reader), and summative/formative data. Edusoft reports, WSPI data, test talk forms, classroom logs, individual teacher data binders, and the teacher portal are sources used to access and utilize data information. They work as a system of checks and balances in order to facilitate monitoring and maintenance processes by the administration.

Education Design:

Student learning is the foremost function in the education design. The processes that come together to build the design are: curriculum, selection of teaching materials, instruction and assessment, parental involvement, and professional development. The School Advisory Council and other school-related organizations are major components in the education design. Performance management and relevant business practices have been applied to this setting which has successfully impacted student achievement; the Continuous Improvement Model (CIM) and Plan-Do-Study-Act (PDSA) processes, along with district and state alignment, drive the academic functions of the school. As a result of joining the Secondary School Reform, our school restructured its curriculum to include international standards and career preparation, a more personalized instructional environment designed to engage learners in real world applications of academic concepts, and opportunities to expand learning through partnerships with local businesses, colleges and universities; more specifically, our academies include Family Consumer Sciences, Health Science Education, and Visual and Performing Arts. Our educational design seeks to be increasingly effective and efficient toward our school improvement goals.

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 1 Leadership is (item 1a) "I know my work location's mission (what it is trying to accomplish)"; whereas the weakest item in the section is (item #1g) "My work location asks me what I think." Stakeholders at COPE Center North are provided opportunities to express their concerns and suggestions in an effort to maintain and improve student achievement. They may make recommendations via school-site surveys as well as through a suggestion box located in the media center.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 2 Strategic Planning is (item #2c) "I know how to tell if we are making progress on my work group's part of the plan"; whereas the weakest item in that section is (item #2a) "As it plans for the future, my work location asks for my ideas." Stakeholders at COPE Center North will be provided more opportunities to give input and feedback via leadership team and department chairs' by using consensus.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 3 Customer and Market Focus is (item #3a) "I know who my most important customers are."; whereas the weakest items in the section is (item # 3e) "I am allowed to make decisions to solve problems for my customers." Stakeholders at COPE Center North will provide to customers a four-question customer satisfaction survey in order to target organizational improvement.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 4 Measurement, Analysis, and Knowledge is (item #4a) "I know how to measure the quality of my work; whereas the weakest item in the section is (item #4f) "I get the information I need to know about how my location is doing." Stakeholders at COPE Center North will engage colleagues in reviewing site visitation results, making action plans, and creating/revising monthly instructional focus calendars to include all FCAT-tested curriculum.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 5 Human Resource Focus is (item #5e) "I have a safe workplace"; whereas the weakest items in the section is (item # 5d) "I am recognized for my work." Stakeholders at COPE Center North will develop a plan to reward and recognize outstanding accomplishments and contributions by individuals and groups.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 6 Process Management is (item # 6c) "We have good processes for doing our work"; whereas the weakest item in the section is (item #6b) "I collect information (data) about the quality of my work." Stakeholders at COPE Center North will develop a system to gather feedback on a frequent basis.

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 7 Business Results is (item # 7b) "My work products meet all requirements for high quality and excellence"; whereas the weakest item in that section is (item # 7c) "I know how well my work location is doing financially." Stakeholders at COPE Center North will participate in a budget training to gain understanding of budget allocation and fiscal cost.

The lowest two categories in the overall report include category 2 Strategic Planning with an average category score of 4.1 and category 6 Process Management with an average category score of 4.2. In order to improve on these averages we will assist faculty and staff in assessing progress toward goals, collecting needed resources for their specific jobs, and empowering staff to monitor goals and objectives that apply to their areas.



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

In accordance with the Secondary School Reform (SSR) Redesign Act, students in grades 6-12 will have the necessary academic skills for success in high school, post secondary education, and their future workplace. In the summer of 2007, our school began to create changes in order to integrate a system of high standards, develop personalized learning environments, engage students in their academic curriculum, empower educators to create communities of practice, develop accountable leadership, and build an engaged community and youth. We currently have a SSR team, aside from the Leadership Team that meets weekly to address school-level decisions, that includes critical personnel that will lead and help transform our school. The application of the core principles, along with a commitment to re-culture at our school, will allow our students to develop a personally meaningful course of study that will help them achieve their educational goals.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Increase reading proficiency of all students.

Needs Assessment



School Improvement Plan 2007-2008



Currently, the 2007 school accountability report card is not complete due to low student enrollment. However, school, district, and state Department of Education reports were utilized as official data. Analysis of the data shows that the Federal No Child Left Behind (NCLB) subgroups who failed to make adequate yearly progress in FCAT Reading are the Black and Economically-Disadvantaged subgroups. These particular subgroups need to improve in reading, especially on the Words and Phrases and Reference / Research clusters. This indicates a need for greater focus on teaching and selecting strategies to understand words and text and to make and confirm inferences from what is read including interpreting diagrams, graphs, and statistical illustrations. Additionally, students must improve their research skills through more project-based learning activities that focus on locating sources, taking notes, gathering data and analyzing and synthesizing information from news sources, government publications and almanacs.

Regarding content clusters for all grade levels, 8th grade student data is not available due to low enrollment. Grade 9 students scored 44% items correct in Words and Phrases (WP), 50% in Main Idea (MI), 45% in Comparison and Contrast (CC), and 33% in Reference and Research (RR). Grade 10 students scored 33% items correct in WP, 50% in MI, 45% in CC, and 56% in RR. Collectively, for those students tested in March 2007, the weakest areas were Words and Phrases, Reference/Research and Performance Task Points (8th and 10th only) in the areas of written response. As with the subgroups, greater attention will be placed on these areas. Longitudinal trends based on FCAT data comparing the 2006 and 2007 administrations demonstrate that 9th graders' mean DSS change was 67, and 10th graders' mean DSS was 92; these numbers are significantly higher than district and state averages. Though the significant increase in DSS scores for all levels is significant, there is room for improvement. To ensure improvement, teaching strategies and data analysis will be monitored and aggressive interventions will take place for these groups.

Regarding achievement levels by grade level: 9th grade Level 1 students increased from 53% to 56%, and Level 3 and above decreased from 12% to 8%; and 10th grade Level 1 students decreased from 77% to 69%, and Level 3 and above increased from 5% to 14%. These scores reflect the need to decrease the number of Level 1 students, move students in Level 2 and 3 to a higher achievement level, and reduce the number of students who are regressing to a lower level. Also, though high standards have decreased for 9th graders, the average mean scale score increased for all grade levels. At the current level of performance, the school is faced with the challenge of raising the number of students making the learning gains needed to meet the state's required level of performance. Even though data shows improvement from last year, we lag behind district and state averages in high standards, and average mean scores. There is also a need to improve instructional planning and delivery through the implementation of curriculum maps, district pacing guides and instructional focus calendars, mini-lessons, data analysis and assessments, and data-driven instruction.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on Sunshine State Standards (SSS), students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), Black students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), Economically-Disadvantaged students in grades 6-12 will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Subtest.

Given instruction based on Sunshine State Standards (SSS), at least 50% of grade 11 and 12 students retaking the FCAT Reading Subtest 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
Schedule all 6-10 and 11th and 12th retakers FCAT achievement Level 1 students identified as disfluent into an intensive reading plus course, all 9th and 10th graders scoring FCAT achievement Levels 3 and above into an Honors English class, and all 6-10 and 11th and 12th grade retakers FCAT achievement Levels 1 and 2 students into an intensive reading course.	Administration, Counselors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Conduct individualized and group "Test Talk" conferences with all enrolled students to engage students in tracking their progress.	Administration, Language Arts Department, Counselors	8/20/2007	6/5/2008	Secondary School Reform	0
Align materials, instruction, and formative/diagnostic assessments to language arts benchmarks through conferencing/modeling by reading coaches, and frequent walk-throughs by the administration.	Administration, Reading Coaches	8/20/2007	6/5/2008	Secondary School Reform	0
Utilize the District Reading pacing guide to develop the reading instructional focus calendar and drive instruction in reading/language arts.	Administration, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Use media center resources to infuse FCAT Reading reference and research skills across the curriculum using a sequential modular program.	Administration, Media Specialist, Language Arts Department, Social Studies Department	8/20/2007	6/5/2008	Advanced Academics	0
Identify students in critical subgroups (Black, Economically-Disadvantaged, and Lowest 25 Percent), and utilize differentiated and computerized instruction to increase student achievement.	Administration, Language Arts Department	8/20/2007	6/5/2008	Diversity & Educational Equity	1500
Utilize reading benchmark focus calendar in reading/language arts and social studies departments.	Administration, Language Arts Department, Social Studies Department	8/20/2007	6/5/2008	Secondary School Reform	0
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust delivery of instruction.	Administration, Language Arts Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Engage students in interactive analytical reading by using the SOAPStone template, notetaking, annotating, and the interrupted teaching technique.	Administration, Reading Coaches, Language Arts Department, Social Studies Department	8/20/2007	6/5/2008	Advanced Academics	0
Provide reteach tutorials to assist students who have not indicated mastery level on monthly assessment skills, and enrichment activities for those who have shown mastery on specific benchmarks.	Administration, Language Arts Department, Reading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate computer-assisted instruction, including FCAT Explorer FOCUS, FCAT Simulation, Reading Plus, and Academy of Reading in all grades.	Administration, Language Arts Department	8/20/2007	6/5/2008	Education Innovation	1500

Administer monthly benchmark and interim reading assessments to monitor and ensure continuous improvement of student performance (CIM).	Administration, Test Chairperson, Reading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	1000
Implement a quarterly project-based learning assignment.	Administration, Language Arts Department, Media Specialist	8/20/2007	6/5/2008	Secondary School Reform	2500
Promote independent reading by using Accelerated Reader, regular visits to the media center, book talks, published book reviews, classrooms libraries, and author talks (as per CRRP).	Administration, Media Specialist, Reading Coaches, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	1000
Use best practices to deliver curriculum including reciprocal teaching, CRISS, and Question Task Cards.	Administration, Reading Coaches, All Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	600
Train students to score short and long response Read/Think/Explain questions using FCAT Reading rubrics and student samples.	Administration, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement reading/writing strategies in the Reader's Handbook in reading/language arts and social studies classes.	Administration, Language Arts Department, Social Studies Department	8/20/2007	6/5/2008	District-wide Literacy Plan	300
Utilize school improvement assistance from the district's school-site visitations in order to refine the curriculum and improve student achievement.	Administration, Language Arts Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide academic enrichment to students performing at or above grade level.	Administration, Language Arts Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The following resources will be used to instruct students and/or increase student achievement: Academy of Reading, Read XL, Language!, Reading and Writing Sourcebook, Townsend Press Reading Series, Prentice-Hall Literature, Reading Plus, FCAT Explorer, and Language!

Professional Development

The following professional development training will be provided for instructional staff to improve delivery of instruction: fluency/decoding, CRISS, Reciprocal Teaching, Critical Mass Reading and Writing Across the Curriculum, Great Source Reader's Handbook and Write Traits Classroom Kits, META, CIM, test data collection and analysis, Comprehensive Research-Based Reading Program (CRRP), Reading Plus, Language!, Edusoft, Florida Oral Reading Fluency (FORF) reading test, ongoing district and state level training for the reading coaches, ongoing mentoring, modeling and coaching of faculty by reading coaches, and shared best practices during daily learning communities. All teachers will be trained to score short and long responses using the FCAT Reading Rubric. On-site workshops will be offered as needed.

Evaluation

This objective will be evaluated by the 2008 FCAT Reading Subtest. Progress monitoring will be conducted via the professional learning communities (departmental and whole faculty), leadership committee meetings, and data study team meetings. The use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2007 baseline data, monthly/interim reading assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strengths and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as Edusoft and the teacher portal, will review data monthly and monitor trends in student achievement and the effectiveness of interventions.

Mathematics Goal

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

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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
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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.
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Mathematics Statement

Increase mathematics proficiency for all students.

Needs Assessment



School Improvement Plan 2007-2008



Currently, the 2007 school accountability report card is not complete due to low student enrollment. However, school, district, and state Department of Education reports were utilized as official data. Analysis of the data shows that Federal No Child Left Behind (NCLB) subgroups who were most deficient in mathematics and failed to make adequate yearly progress are the Black and Economically-Disadvantaged subgroups; NCLB requires that low-performing Black and Economically-Disadvantaged students improve in mathematics. This indicates a need for better identification of specific academic needs, more precise grouping of students, and systematic delivery of data-driven instruction. Interventions will be provided as needed and according to data study team meetings review of new data.

Regarding content clusters, 9th graders scored 25% (Number Sense, NS), 29% Measurement (M), 27% Geometry (G), 30% Algebraic Thinking (AT), 38% Data Analysis and Probability (DA); lowest strand percentages are in Number Sense and Geometry. 10th graders scored 36% (NS), 30% (M), 21% (G), 36% (AT), and 27% (DA); lowest strand percentages are in measurement and data analysis. In examining longitudinal trends based on FCAT data from the 2006 and 2007 administration, the 9th graders mean DSS change of 67, and 10th graders mean DSS change of 92-numbers that are significantly higher than district and state averages. Similarly, the mean scale scores for 9th and 10th graders increased.

Regarding achievement levels by grade level: 9th grade Level 1 students remained at 50%, and Level 3 students and above decreased from 17% to 8%; and 10th grade Level 1 students decreased from 46% to 29%, and Level 3 students and above increased from 23% to 32%. These scores reflect the need to decrease the number of Level 1 students, help students in Level 2 and 3 move to a higher achievement level, and reduce the number of students who are regressing to a lower level. Also, though our high standards have decreased for 9th graders, the average mean scale score increased for all grade levels. At the current level of performance, the school is faced with the challenge of increasing the number of students that make the learning gains. Although data shows improvement on most FCAT mathematics measures, we lag behind district and state averages in high standards and average mean scores. There is also a need to improve instructional planning and delivery through the implementation of curriculum maps, district pacing guides and instructional focus calendars, mini-lessons, data analysis and assessments, and data-driven instruction in order to meet the state's required level of performance.

NCLB Subgroup Target

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School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on the Sunshine State Standards (SSS), Economically-Disadvantaged students will improve their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Subtest.

Given instruction based on Sunshine State Standards (SSS), at least 50% of grade 11 and 12 students retaking the FCAT Mathematics Subtest 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
Schedule all FCAT Mathematics achievement Levels 1 and 2 students in grades nine and ten into an intensive mathematics class.	Administration, Counselors	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust delivery of instruction and reteaching.	Administration, Mathematics Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement district-mandated pacing guide and mathematics instructional focus calendar in mathematics classes.	Administration, Mathematics Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Align materials, instruction, and formative/diagnostic assessments to mathematics benchmarks through coaching/modeling by reading coaches, and frequent walk-throughs by the administration.	Administration, Reading Coaches, Mathematics Chairperson, Mathematics Teachers	8/20/2007	6/5/2008	Secondary School Reform	0
Provide enrichment activities in mathematics courses including math concentration, and a math problem of the day.	Administration, Mathematics Department	8/14/2007	6/5/2008	Academic Enrichment Opportunities	0
Administer and analyze student scores on monthly benchmark and interim assessments to monitor and ensure continuous improvement of student performance (CIM).	Administration, Mathematics Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use differentiated and computerized instruction to ensure adequate yearly progress for Black and Economically-Disadvantaged students.	Administration, Mathematics Department	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Use best practices in mathematics including: Bloom's taxonomy, reciprocal teaching, subject-related vocabulary program, CRISS strategies (i.e., process notes worksheets), use of manipulatives, and scoring of short/long responses using FCAT Mathematics rubric.	Administration, Reading Coaches, Mathematics Department	8/20/2007	6/5/2008	Secondary School Reform	0
Conduct individualized and group "Test Talk" conferences with students to engage students in tracking their progress.	Administration, Mathematics Department, Student Services Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide reteach tutorials to assist students who have not indicated mastery level on monthly assessment skills and enrichment activities for those who have shown mastery on specific benchmarks.	Administration, Mathematics Chairperson, Intensive Mathematics Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify students in various critical subgroups (Black, Economically-Disadvantaged, and Lowest 25 percent) and provide appropriate tutoring, services, and differentiated instruction to ensure adequate yearly progress (NCLB) on the next FCAT administration.	Administration, Counselors, Mathematics Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	1000
Utilize school improvement assistance from the district's school-site visitations in order to refine the curriculum and improve student achievement.	Administration, Mathematics Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide academic enrichment to students performing at or above grade level.	Administration, Mathematics Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The following resources will be utilized to enhance students' achievement: Florida Preparation for FCAT Mathematics, Preparing for FCAT Mathematics (Grade 10), Countdown to FCAT by Glencoe (Grades 9 & 10), Academy of Math, FCAT 10 (Math Marketplace) Glencoe Algebra (Pre, 1, and 2) and Florida Edition Geometry, Achieving Proficiency in Mathematics, Explore Learning Gizmos, Kaplan Mathematics test-taking materials, and State of Florida Best Practices in Teaching and Learning.

Professional Development

The following professional development training will be provided for instructional staff to improve delivery of instruction: CRISS Training, Reciprocal Teaching, Explore Learning Gizmos, graphing calculator training, CIM Training, Test Data Collection and Analysis Training, Smartboard, Edusoft Training, on-going district and state level training, and daily learning communities. On-site math workshops will be offered as needed. Additionally, teachers will receive ongoing staff development as new programs and strategies become available through the Teacher Education Center.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by the 2008 FCAT Mathematics Subtest. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2007 baseline data, monthly/interim mathematics assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strengths and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as the teacher portal and Edusoft, will review data monthly and monitor trends in student achievement and the effectiveness of interventions.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Increase writing proficiency for all students.

Needs Assessment

The results obtained from the FCAT 2007 administration of the Writing + indicate that 73% of the 10th graders and 100% of the 8th graders scored below grade level on the multiple choice subtest. However, 80% of the 10th graders and 75% of the 8th graders passed the essay subtest of the FCAT Writing +. For the 8th graders, the mean scale score on the multiple choice exam was 195, down from 255; the strongest strand was organization (40%), and the weakest strand was support (26%).

For the 10th graders, the mean scale score on the multiple choice exams was 265 (up from 243); the strongest strand was focus (55%) and the weakest strand was support (33%). Regarding the essay prompt, 8th graders scored 3.3, (down from 4.0) on the expository essay; and, 3.5 (up from 3.3) on the persuasive essay; and 3.4 (down from 3.7) on the combined FCAT Writing score. The 10th graders scored 3.8 (up from 3.4) on the expository essay, and 4.0 (up from 3.2) on the persuasive essay, and 3.9 (up from 3.3) on the combined score. For both 8th and 10th graders, the persuasive prompt proved to be less challenging than the expository prompt. Based on data and teachers' observations and the general trend of academic performance on writing exams, it was determined that students need instruction in all tested writing competencies. Performance on all multiple choice categories, as well as the essay scores, will increase in the 2007-2008 school year.

NCLB Subgroup Target

School Improvement Plan

2007-2008



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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 90 % scoring at or above a 3.5 on the 2008 Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage 6th-10th grade students in targeted revision/editing lessons.	Administration, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement an FCAT Writing + instructional focus calendar in all language arts classes to ensure uniformity of instruction.	Administration, Language Arts Department	8/20/2007	6/5/2008	Secondary School Reform	0
Train students to score essays holistically using the FCAT Writing + six point rubric to internalize what top scoring essays should contain.	Administration, Reading Coaches, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer district FCAT Writing pre/post –tests and monthly FCAT Writing + assessments in grades 6-10 to ensure continuous improvement of student performance (CIM).	Administration, Language Arts Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use mentor sentences and paragraphs from authentic literature to enhance knowledge of writing conventions, sentence patterns, and author's style.	Administration, Language Arts Department	8/20/2007	6/5/2008	Advanced Academics	0
Infuse CRISS strategies and District-mandated writing strategies across the curriculum to ensure uniformity of proficient instruction.	Administration, Reading Coaches, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Incorporate Write Traits into language arts classes.	Administration, Language Arts Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize school improvement assistance from the district's school-site visitations in order to refine the curriculum and improve student achievement.	Administration, Language Arts Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide academic enrichment to students performing at or above grade level.	Administration, Language Arts Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

1. The Writer's Choice Grammar and Composition series by Glencoe/McGraw Hill
2. Writer's INC - A Student Handbook for Writing and Learning series by Sebranek/Kemper/Meyer
3. Florida Writing Assessment: A Practice Book for Grade 8 and Florida Writing Assessment: More Activities for Grade 8 by MDCPS Division of Language Arts/Reading
4. Florida Writing Assessment: A Practice Book for Grade 10 and Florida Writing Assessment: More Activities for Grade 10 by MDCPS Division of Language Arts/Reading

Professional Development

Professional development training will include district and on-site training in CRISS, Critical Mass Reading and Writing Across the Curriculum, Great Source Reader's Handbook and Write Traits Classroom Kits, META, CIM, and the recursive writing process (including the writing rubric and holistic scoring). All language arts teachers will be trained to score essays holistically using the FCAT Writing + rubric. The reading coaches will provide mentoring, modeling, and coaching for all teachers as appropriate. Teachers will also receive ongoing professional development as new writing programs and strategies become available through the District and Teacher Education Center.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the 2008 FCAT Writing + Test. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2007 baseline data, monthly/interim writing assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strengths and weaknesses in order to adjust delivery of instruction. A data study team will review data monthly and monitor trends in student achievement and the effectiveness of interventions.

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

Science Statement

Increase science proficiency for all students

Needs Assessment

Results of the 2007 FCAT Science Grade 11 test indicate that the school's mean scale score was 267; this score represents an increase of 17 points when compared to the 2006 FCAT Science mean scale score of 250 for grade eleven. Overall, students in grade 11 showed the lowest performance in the Physical and Chemical science cluster (23% correct). This represents an 8% decrease when compared to the previous year's score for that cluster. The 11th graders have demonstrated a need for additional instruction in the area of chemistry/physics to build a stronger knowledge-base foundation. This foundation will serve as a catalyst for increasing student achievement in the "Physical and Chemical" cluster on the 2008 Science FCAT.

Also, 11th graders scored on average, 25-30 points higher than previously predicted by Research Services at the Office of Assessment, Research, and Data Analysis. Previous predictions indicated 0% would score at mastery; however, 7% scored at a proficiency level of mastery.

There is a great need to continue to show steady improvement in the FCAT science strands/clusters and to expose students to the scientific world through hands-on inquiry laboratory investigations. Science teachers will continue to deliver instruction in all FCAT-tested science benchmarks.

**There were less than ten 8th graders assessed on the 2007 FCAT, therefore no data was available for this population.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve science skills as evidenced by 49% grade 11 students scoring at or above achievement level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust delivery of instruction and reteaching.	Administration, Science Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Participate in school and district science competitions, i.e. Fairchild Tropical Challenge and science fair.	Administration, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Conduct individualized and group "Test Talk" conferences with students to improve FCAT Science performance.	Administration, Science Department, Counselors	8/20/2007	6/5/2008	Continuous Improvement Model	0
Align materials, instruction, and diagnostic/formative assessments to science benchmarks and District pacing guide and frequent walk-throughs by the administration.	Administration, Reading Coaches, Science Department	8/20/2007	6/5/2008	Secondary School Reform	0
Conduct weekly labs utilizing the district's Minimum Required Labs and Power Writing Scientific Conclusions for lab reporting.	Administration, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Assess background knowledge for baseline data via science pre-test.	Administration, Science Department	8/20/2007	9/14/2007	Continuous Improvement Model	0
Provide reteach tutorials to assist students who have not scored at proficiency level on monthly assessment skills, and enrichment activities for those who have shown proficiency on specific benchmarks.	Administration, Science Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Assign a quarterly project-based learning activity.	Administration, Science Department	8/20/2007	6/5/2008	Secondary School Reform	0
Use District science pacing guide to develop the instructional focus calendar for all science classes.	Administration, Science Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use best practices across the science curriculum including higher-order thinking skills/Bloom's Taxonomy, scoring short and long responses using FCAT type performance items, and subject-related word walls.	Administration, Reading Coaches, Science Department	8/20/2007	6/5/2008	Secondary School Reform	0
Administer District-created interim assessments and monthly school-based benchmark assessments ensure continuous improvement of student performance (CIM).	Administration, Science Department	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize school improvement assistance from the district's school-site visitations in order to refine the curriculum and improve student achievement.	Administration, Science Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide academic enrichment to students performing at or above grade level.	Administration, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Glencoe Florida Science Grades 6, 7, and 8, Glencoe Earth Science, Glencoe Physical Science with Earth Science, and Prentice Hall Biology and Explore Learning Gizmos.

Professional Development

The following professional development training will be provided for instructional staff to improve delivery of instruction: CRISS Training, Reciprocal Teaching, CIM Training, Test Data Collection and Analysis Training, Explore Learning Gizmos, graphing calculator training, Edusoft Training, ongoing District and State level training, and daily learning communities. On-site reading workshops will be offered as needed by the school site and district reading coaches. Emphasis will be placed on the instruction and evaluation of all FCAT-tested science strands.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by the 2008 FCAT Science test. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2007 baseline data, monthly/interim science assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strengths and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as Edusoft and the teacher portal, will review data monthly and monitor trends in student achievement and the effectiveness of interventions.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Increase parental involvement activities.

Needs Assessment

Parental involvement refers to activities families engage in to support their children's education (Drake, 2000). When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement (Caplan, 2000). Research shows that meaningful family involvement is a powerful predictor of high student achievement. Students attain more educational success when schools and families work together to motivate, socialize, and educate students (Caplan, 2000). Students whose families are involved in their education typically receive higher grades and test scores, complete more homework, have better attendance, and exhibit more positive attitudes and behaviors. Children of involved families also graduate at higher rates and are more likely to enroll in postsecondary education. Nonetheless, research also shows that low-income, minority parents often have different beliefs about parents' roles in school involvement (Chavkin, 1993). Therefore, an understanding of cross-cultural issues is important as we plan for strategies to incorporate into our school improvement goals.

Measurable Objective

Given the need to maintain parental engagement in student learning, parental participation for school activities will increase by 5% as evidenced by sign-in sheets as compared to the previous school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate relevant Parent Academy workshops and activities at the school site.	Administration, Career Specialist, Curriculum Support Person, Parent Academy	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Promote communication between teachers/staff and parents through telephone contacts (Connect Ed), the Parent Resource Center, written correspondence, and quarterly parent contact logs.	Administration, Student Services, Career Specialist, faculty and staff	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Communicate the importance of the parent's role and involvement in the student's learning process during the registration process, home visits by school social workers, and school events.	Administration, Student Services, Career Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Disseminate curriculum information (FCAT, PMP, available academies) and other relevant information to parents through school events such as Open House, Grandparents' Day, and scheduled evening conferences.	Administration, Student Services, Career Specialist, Nurturing Center, all teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Distribute fliers/surveys, and make phone contact regarding school-wide events such as workshops, Open House, Kiddie Olympics, and evening conferences.	Administration, Career Specialist, Student Services Department	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

Parent Teacher Student Association (PTA), and National PTA Standards for Parent and Family Involvement.

Professional Development

Workshops for teachers and student services personnel will be provided to enhance parental involvement. Additionally, district parent workshops will be organized to assist students with home learning assignments and test taking strategies in an effort to increase students' achievement.

Evaluation

Parent Teacher Student Association (PTA), and National PTA Standards for Parent and Family Involvement along with 2007-2008 data from COPE Center North's event will be used in the evaluation process.

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 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"/>

Discipline & Safety Statement

Improve the attendance rate of students.

Needs Assessment

After analysis of the school, district, and state attendance statistics, it is evident that maintaining a high attendance rate is a challenge for our special population. Many COPE Center North students list various reasons for school absences and tardies: pregnancy, sick leave, illness, lack of resources, personal problems, exhaustion, etc. Student absences impact student achievement and, therefore, performance on the FCAT Subtests. During the 2006-2007 school year, the daily attendance rate was 87.29. In the 2007-2008 school year, the attendance rate will improve by at least 5%.

Measurable Objective

Students, faculty, and staff at COPE Center North will work and study in an environment that is conducive to learning as evidenced by a 5% increase in the 2007-2008 attendance rate as compared to that of the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Attendance Review Committee hearing for students having 5 or more absences in a semester or 10 or more absences in the school year.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0
Participate in parent conferences and administrator student/teacher conferences for the purpose of creating a safe, learning environment and the prevention of student absences/tardiness.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0
Involve parents in signing parent receipt form for the Code of Student Conduct and for behavioral contracts, where appropriate.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0
Meet with all students during orientation week and throughout the school year to review the Code of Student Conduct Handbook and Student Handbook for compliance regarding student attendance.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0
Analyze data from last year's school infractions (requiring student case management referral form) and refer to the guidance department or school administrators, as needed.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Continuous Improvement Model	0
Review prior attendance history of students exhibiting patterns of excused and unexcused absences/tardies and provide counseling support via the guidance department.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0
Encourage good school and class attendance with challenging and rigorous instruction and curriculum by demonstrating an interest in the welfare of students.	Administration, Student Services Department, Leadership Team	8/20/2007	6/5/2008	Advanced Academics	0
Create school-wide incentive program to promote improved attendance.	Administration, Attendance Review Committee, SCS I Instructor, Student Services Department	8/20/2007	6/5/2008	Truancy Prevention	3000
Plan bi-weekly Attendance Review Committee meetings to examine escalating student absences, review attendance data, give consideration to extenuating circumstances, and make recommendations for additional intervention strategies and referral.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Continuous Improvement Model	0
Review quarterly and end-of-the year incident reports, including referrals, suspensions, COGNOS, facility status reports, FCAT results, and expulsions on a frequent basis.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use District-approved disciplinary measures for students who fail to adhere to the attendance policies and procedures as outlined in the handbook, i.e. indoor suspension and truancy petitions.	Administration, Student Services Department, SCS I Instructor	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

N/A

Professional Development

COPE Center North faculty and staff will receive on-going staff development regarding strategies to monitor and assess the progress toward the attendance objective. Additionally, CIM training will be provided in order to establish and maintain an effective learning environment. Best practices in creating a positive school climate, suggestions for the improvement of parental involvement, and ongoing training activities in student services will be among the planned professional development activities.

Evaluation



School Improvement Plan 2007-2008



End-of-the-year attendance reports, including referrals, suspensions, facility status reports, FCAT results, and expulsions will be reviewed on a frequent basis. The Attendance Review Committee will continuously evaluate our progress toward goal regarding student attendance.

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 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"/>

Technology Statement

Increased use of instructional technology by both staff and students.

Needs Assessment

COPE North's 2006-2007 technology goal was increasing staff communication via email as measured by amounts of read-receipts received by the administration on relevant school memorandums. From having used e-mail sparingly in the past, faculty and staff went on to use e-mails frequently as measured by the 45% increase in monthly read receipts returned in the previous school year. In the 2007-2008 school year, we will expand our technology goal to include more than just e-mail communication. More specifically, our school plans to provide professional development and increase use of the following technology: Smartboard, Edusoft, electronic gradebook, e-mail communication, Teacher Portal, and use of LCD projectors.

As a result of COPE Center North's March 2007 FCAT scores, special emphasis must be placed on raising the standards in reading, mathematics, writing, and science. The use of instructional technology is critical to an effective workplace. To improve on the use of instructional technology for the purpose of student achievement, the staff will receive additional training and will be provided support to increase technology use in the classroom. This will be documented by using the Technology-Based Professional Development form.

Measurable Objective

Given school-wide attention to school improvement goals, staff will increase use of instructional technology to improve teaching and learning as documented by a 20% increase in teacher use of these tools.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist faculty and staff in the efficient use of instructional technology, including providing technical support where needed.	Administration, Technical Support	8/20/2007	6/5/2008	Education Innovation	0
Designate collaborative planning time and shared professional learning communities for technology trainings.	Administration, Leadership Team, all teachers	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide Smartboard, Electronic Gradebook, Edusoft, Accelerated Reader, teacher portal, Explore Learning Gizmos, and LCD training to select teachers.	Administration, Leadership Team, Media Specialist, Technical Support, Select Teachers	8/20/2007	6/5/2008	Education Innovation	0
Monitor email communication among faculty members by measuring percentages on monthly counts of read-receipts.	Administration, Data Person	8/20/2007	6/5/2008	Business Process Redesign	0
Assist teachers in utilizing special features and improving efficiency in the Excelsior Electronic Gradebook.	Administration, Technology Support, all teachers	8/20/2007	6/5/2008	Education Innovation	0
Expand use of Edusoft to include the Social Studies Department.	Administration, Social Studies department	8/20/2007	6/5/2008	Education Innovation	0

Research-Based Programs

Edusoft, Accelerated Reader, Excelsior Electronic Gradebook, and Smartboard.

Professional Development

The following professional development will be provided for instructional staff to improve delivery of instruction and student achievement: Smartboard, Teacher Portal, Accelerated Reader, Edusoft, and LCD projectors.

Evaluation

The Technology-Based Professional Development form will be used to document increased use of instructional technology in the classroom. Last year's data will be considered a baseline measure, and technology activities will be tracked throughout the school year. Suggestions for improvement from the Leadership Team, EESAC, and administration will be provided on a frequent basis. Also, the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process.

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

Health & Physical Fitness Statement

Improve health and physical fitness of students enrolled in Personal Fitness.

Needs Assessment

Current research indicates that involvement in a physical fitness program has a positive impact on student achievement. To properly assess both student fitness performance and programmatic success, COPE North will administer a pre- and post-test to determine baseline measures. Student health-related fitness is assessed through the implementation of the BMI-for-Age assessment. Another essential tool used in evaluating physical education programs are the National Standards for Physical Education. These clearly identify the following, (1) Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities, (2) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities, (3) Participates regularly in physical activity, (4) Achieves and maintains a health-enhancing level of physical/health related fitness, (5) Exhibits responsible personal and social behavior that respects self and others in physical activity settings, and (6) Values physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction.

Measurable Objective

Given implementation of the Physical Education and Obesity Prevention program, 60 % of eligible students enrolled in COPE North's Personal Fitness course will demonstrate improvement in their graphed baseline BMI-for-Age assessment as well as the weight limits set by the United Health Foundation as recorded prior to participation in the program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information about proper nutrition and highlight benefits of a healthy diet via mini-lessons, workshops, and speakers addressing student wellness.	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0
Develop student portfolios to chart progress toward participant goals, including lessons on setting and monitoring personal student goals (i.e., weekly log to chart food intake and exercise activities).	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0
Develop and execute an exercise regimen that introduces activities and projects that will allow students to become more physically active.	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0
Provide each student with a BMI calculator for teens and corresponding BMI-for-Age percentile on CDC BMI-for-Age growth chart.	Administration, Personal Fitness Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	200
Provide skinfold thickness measurements, waist circumference evaluations, individual physical fitness regimen, and other appropriate health screenings.	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0
Utilize the Healthy Start program and its wellness-related workshops to assist with workshops/speakers that address achieving optimum student health.	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0
Conduct quarterly status checks to evaluate individual students' progress toward health goals.	Administration, Physical Education Instructor, School Nurse	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

President's Council on Physical Fitness.

Professional Development

The following professional development will be provided for the physical education teacher to attain the fitness objective: CRISS Training, Reciprocal Teaching, CIM Training, ongoing District and State level training, and daily learning communities. Additionally, COPE Center North's physical education instructor will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective.

Evaluation

Targeted students (those enrolled in Personal Fitness in 2007-2008) will develop and maintain an individual perception report to be maintained in the student's portfolio. September 2007 BMI results will be recorded and compared to April 2008 results to measure student success. A weigh-in measure and weight plan (as set by the United Health Foundation) will also be included in order to assist students in evaluating their weight goals. Comparison of baseline and final data will provide valid measurement of students' success toward goals. Also, the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Increase career-related activities via the school academies.

Needs Assessment

Secondary school reform principles address the importance of career-to-work initiatives in an academic program. All reform principles (personalized learning environment, academic engagement of all students, empowered educators, accountable leaders, engaged community and youth, integrated system of high standards/curriculum/instruction/assessment/support) are being implemented. More specifically, at our school we provide career information and training through our three academies: Family Consumer Sciences, Health Science Education, and Visual and Performing Arts. The school has recently redesigned its curriculum that addresses career-themed academies. It is the expectation that this redesign will expand options and embrace changes that impact family and employment. Additionally, through the academies, students are offered relevant ways of connecting classroom experiences to the real world. These activities provide intellectual and creative challenges that allow students to learn information and apply it in greater depth. These advanced skills promote personal growth and improve student achievement at our school. In the past two school years, we have continually increased the enrichment activities and elective choices/courses in our curriculum.

Additionally, the implementation of Highways to Success program has built students' resiliency skills so they have the motivation to stay in school. Through the program's written exercises, classroom interactions, and a unique assessment, students explore their current lives, motivators, actions, and goals. The program integrated into our existing curriculum helps students realize that education is relevant to their goals, and it creates a necessary resiliency so students can move past any obstacles. The expectation is that the application of this program will yield students vested in the process of education who are able to tackle a rigorous curriculum leading to increased graduation rates, higher grades, and better test scores.

Measurable Objective

Given the importance of career-related activities in student development, there will be an increase in student participation in the three academies (Family Consumer Sciences, Health Science Education, and Visual and Performing Arts) as evidenced by the amount of relevant activities recorded in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct students in the use of a variety of art mediums including watercolor, plaster, printmaking and photo/video techniques.	Administration, Art Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Facilitate student opportunities for growth and higher education through participation in a variety of conferences and field trips.	Administration, Career Specialist, Career and Technical Education Department	3/15/2008	6/5/2008	Secondary School Reform	1000
Provide relevant activities through Family and Consumer Science major, Health Science Education major, and Visual and Performing Arts major.	Administration, Career Specialist, Career and Technical Education Department	8/20/2007	6/5/2008	Secondary School Reform	0
Offer curriculum-specific, outreach, and follow-up hands-on activities for students attending cultural and informational field trips.	Administration, Career and Technical Education Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	2000
Showcase and develop the talents of high school students by participating in a variety of enrichment contests, debates, and HOSA/FCCLA activities.	Administration, Career and Technical Education Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	1000
Recruit students to majors, prepare multidisciplinary projects, and identify speakers for selected academies.	Administration, Career Specialist, Career and Technical Education Department	8/20/2007	6/15/2008	Secondary School Reform	500
Provide individualized guidance, information, and resources on career pathways and opportunities for participating in workplace-based learning.	Administration, Career Specialist, Career and Technical Education Department	8/20/2007	6/5/2008	Secondary School Reform	0
Structure common planning for collaborative development of curriculum and instruction, assessment of student work, and analysis of student performance.	Administration, Career Specialist, all departments	8/20/2007	6/5/2008	Secondary School Reform	0
Connect curriculum to real-world contexts that build upon student and community resources.	Administration, Career Specialist, Leadership Team, all teachers	8/20/2007	6/5/2008	Secondary School Reform	0

Research-Based Programs

National Academy Foundation (NAF).

Professional Development

COPE Center North's Career and Technology teachers will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective. Trainings will include Secondary School Reform Cohort II professional development.

Evaluation

Lesson plans, roll book, art work samples, quarterly projects, and log sheets for specific projects will be used to document progression toward goal.

Return On Investment Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Return On Investment Statement

Increase return on investment.

Needs Assessment

Delivering quality-efficient services within the educational system is very important to COPE Center North. Return on investment requires aligning financial resources with performance expectations in the direction increasing students' achievement levels. Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving mastery levels in reading, mathematics, science, and writing and/or making appropriate learning gains in reading and mathematics will increase in the 2008 FCAT administration as compared to the levels achieved in 2007 FCAT administration. Since the ROI calculation is based on program cost and learning gains, COPE North will target learning gains for the current school year. 33% of the school's budget was allocated to programs to improve student learning. An additional 5% was allocated by the district. Approximately 25% of the total budget will be allocated for the 2007-2008 school year.

Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, Cope North will increase learning gains in Reading, Mathematics, Writing, and Science in the March 2008 FCAT administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with neighboring school on shared resources and budget expenditures.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Reallocate school resources to better implement teaching and learning.	Administration	8/20/2007	6/5/2008	Business Process Redesign	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.	Administration	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Seek funding resources for school programs and collaborate with District on resource allocation.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use of school's volunteer program for instructional support.	Administration	8/20/2007	6/5/2008	Business Process Redesign	0
Inform faculty and staff of the importance of linking student learning and cost in improving school performance.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use student analysis results to find or construct more effective educational strategies that fit the needs of student and staff.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The State Board of Education adopted the strategic imperative of aligning financial resources with performance expectations as the direction for accomplishing the delivery of quality, efficient services. Within this framework, the Department of Education website (roi.fldoe.org) is created to display many indicators of school, district, and state performance. This website will be utilized to evaluate measures of performance in light of resources allocated to the individual schools and districts.

Professional Development

COPE Center North faculty and staff will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective. Additionally, CIM training will be provided in order to monitor the use of best instructional practices throughout the curriculum. Shared faculty learning communities will be used to share teacher strategies for the improvement of the academic program.

Evaluation

March 2008 FCAT data will be used to evaluate progress toward goal.

EESAC Compliance

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

Budget:

The EESAC recommends that its members receive budget training in an effort to effectively advise the principal in the development of the school's budget. Budget training can be provided by the school's principal, by the budget analyst assigned to the school from the District, or by some other competent administrator.

Training:

The EESAC recommends training and professional development for the members of COPE Center North, where applicable. Training will include the following:

- To provide assistance in identifying resources and strategies necessary for the development and implementation of the School Improvement Plan or to provide professional development activities in support of consensus decision making, training and support that are available from the Office of School Quality Improvement, UTD, Regional Centers, and the Office of Labor Relations.
- To assist in the resolution of conflicts, appropriate joint support may be provided upon request of the principal, UTD, or the EESAC to the EESAC Support Committee and upon notification to the regional Assistant Superintendent.
- To resolve conflicts, final intervention may be requested from the EESAC Support Committee which will make recommendations to the Superintendent.

Instructional Materials:

The EESAC recommends that a percentage of its funds to purchase instructional materials. EESAC fosters professional collaboration among stakeholders to maintain a learning environment that support's the schools vision, mission, and school improvement plan. School improvement goals, including the instructional materials necessary to implement strategies, are issues discussed at the EESAC meetings.

Technology:

The EESAC recommends the use of best practices in technology throughout the school. The council surveys technology needs of the school and contributes to the enhancement of student learning via technology. It addresses technology issues brought and develops ways to improve our resources.

Staffing:

The EESAC recommend that, in order to balance EESAC membership and composition, COPE Center North established a list of parents, community leaders and faculty/staff interested in serving on the EESAC. The EESAC membership must be appropriately balanced and must be representative of the ethnic, racial, and linguistic, disabled and economic community served by the school. Student representation of the council will be culled from the previous year's Student Government Association (SGA) membership. Finally, membership is reviewed annually by the School Board of Miami-Dade County to ensure compliance.

Student Support Services:



School Improvement Plan

2007-2008



The EESAC recommends that, other than the curriculum needs, students receive necessary student support services. Various EESAC members, including the departmental leader of Student Services, have jobs that are directly linked to the delivery of support services for all students. For example, should students exhibit test anxiety prior to the FCAT administration, the issue would be discussed and services would be planned and offered to remedy the problem.

Other Matters of Resource Allocation:

The EESAC recommends that funds are also located in areas where the team sees an academic need. For example, EESAC has sponsored the purchase of student agendas to help students achieve academic success and prepare them for the workforce in a global economy.

Benchmarking:

The EESAC recommends that everyone receive regular reports on the implementation of the SIP, including the progress related to implementation of the strategies and the results of benchmarking.

School Safety & Discipline:

The EESAC recommends monitoring the suspension rate to improve school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	8400
Mathematics	1000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	3000
Technology	0
Health & Physical Fitness	200
Electives & Special Areas	4500
Return On Investment	0
Total	17100



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