

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Corporate Academy North (8161)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - BARBARA HAWKINS

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Corporate Academy North Business and Entrepreneurship of Miami-Dade County Public Schools changes the lives of at-risk students by redirecting them through individualized and intensive academic and behavioral interventions. Under the strong instructional leadership of the principal, teachers provide a rigorous academic curriculum in a nurturing environment that affirms students as individual learners with specific instructional needs. Through the use of data driven differentiated instruction, computer technology, and interdisciplinary approaches to instruction students recognize that the goal of graduating from high school is within reach. Teachers are strong instructors committed to the mission of the school and highly skilled at translating high academic expectations to at-risk youth. Since students apply voluntarily students are elevated, thereby making a commitment to graduate. The end result is a changed individual with the ability to continue on to higher education, the military or enter the job market. Corporate Academy North Business and Entrepreneurship is one of the first Communities in Schools, Inc. programs in the United States, and one of the earliest collaborations between the school district and the private sector. Miami-Dade County Public School District and Burger King Corporation joined forces to inaugurate the Academy in 1989. Also, Corporate North operates under Title 1 classification and must satisfy stringent criteria by making Adequate Yearly Progress (AYP) to maintain its funding.

Students arrive at Corporate North with four serious barriers to student academic success: Poor Attendance, Low Academic skills, Low GPA and Dysfunctional family backgrounds. Most of our students struggle with personal challenges that interfere with their ability to focus. For this reason, Communities In Schools, Inc. (CIS) provides important services that support student success in academics. The agency maintains an office on campus, which helps students connect to a variety of support services by matching them with mentors in the business community. Additionally, CIS provides counseling for drug abuse and anger management through the Guided Adolescent Problem Solving (GAPS) Program of Florida International University (FIU), offering vision services through the Heiken Foundation and providing individualized tutorial services during the course of the school day.

Presently, Corporate Academy North Business and Entrepreneurship has fulfilled the District Strategic Goal as shaped by the core components of Secondary School Reform (SSR) by moving the curriculum in the direction of an entrepreneurial and business academy. Corporate North will motivate and develop student initiative, civic awareness, and participation in the global economy through academic rigor and career mentoring. All ninth graders and first year tenth graders entering the academy for the 2007-2008 school year will have the opportunity to graduate with both a high school diploma and an occupational certificate in Business Supervision and Management.

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the lowest 25% of students in grades nine and ten will improve in reading skills as evidenced by adequate learning gains on the 2008 administration of the FCAT Reading Test.

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

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in mathematics skills as evidenced by 62% scoring at level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, black students in grades nine and ten will improve in mathematics as evidenced by the developmental scale score increases on the 2008 administration of the FCAT.

Given instruction using Sunshine State Standards, lowest 25% of students will show adequate learning gains in mathematics as evidenced by the developmental scale score increases on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skills as evidenced by adequate learning gains on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Mathematics 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 grades ten will improve in writing skills as evidenced by 70% percent of tenth graders achieving level 3.5 or better on the 2008 administration of the FCAT Writing + test.

Given instruction using Sunshine State Standards, students in grade eleven will improve in science skills as evidenced by 10% of eleventh graders scoring at level 3 or higher on the 2008 administration of the FCAT Science Test.

Given instruction using the Sunshine State Standards, black students in grade eleven will improve in science skills as evidenced by 30% scoring at level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, economically disadvantaged students and the lowest 25% in grade eleven will improve in science skills as evidenced by 30% scoring at level 3 or higher on the 2008 administration of the FCAT

Given that prior years parental involvement remains constant at 15% for meetings attended and 30% for participation in activities directed by the Parent Resource Center, Corporate Academy North Business and Entrepreneurship will increase its attendance to 20% for Open House, Super Parent Night, EESAC, PTSA meetings; and will increase parental participation to 40% for activities directed by the Parent Resource Center.

Given 20 days of indoor suspension and 9 days of outdoor suspension during the 2006-2007 school year, Corporate Academy North Business and Entrepreneurship will decrease the incidence by a minimum of 1% in the 2007-2008 school year.

Given that the Excelsior Gradebook was used during the 2006-2007 school year, 50%- 75% of parents and students reaped tremendous benefits. Sixty percent (60%) of Parents and students will continue to benefit from the use of the Excelsior Gradebook as evidenced by a 10% increase for the 2007-2008 school year.

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

Given the district initiative to change the design of Corporate Academy North Business and Entrepreneurship, the school went through a metamorphosis during 2006-2007 school year and is now actively wearing its new stripes as a business and entrepreneurship academy.

Given emphasis on the alignment of standards and resources, Corporate Academy North Business and Entrepreneurship will increase its percentile rating on the 2008 publication on the ROI Index.

Increase the graduation rate by 5 percent over the previous year's rate of 32 percent.

The result of the Organizational Performance Improvement Snapshot Survey reveals the two highest areas in the categories of Measurement, Analysis and Knowledge Management (4.3) and Leadership (4.3). The two lowest areas were in Process Management (4.1) and Business Results (4.1). The lowest individual item (3.6) regarded the statement "I know how well my work location is doing financially", followed by "My work location helps me help the community" (3.9). To improve in these areas, the principal publishes financial information, including the budget to the staff on a regular basis to keep them informed regarding the financial status of the school. Also, Corporate North will improve relations in the community by offering Community Outreach programs as well as Super Parent Night and Educational Excellence School Advisory Committee (EESAC) meetings. Additionally, district school sponsored visitations will remain in effect to support and monitor School Improvement Plan strategies.

## 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.

## 8161 - CORPORATE ACADEMY NORTH

### VISION

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

### MISSION

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

### CORE VALUES

We believe that all students can learn.

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

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

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### ***School Demographics***

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Corporate Academy North Business and Entrepreneurship is an alternative school of choice located in the former Floral Heights Elementary School in the Brownsville section of Miami-Dade County. The school is operated under Regional Center III and is part of the Miami Northwestern feeder pattern. Our enrollment for the 2007-2008 year will be approximately 138 students in grade nine through twelve. These students have been withdrawn from their home school located anywhere across a wide portion of northern Miami-Dade County. Some arrive by bus, some take public transportation, drive, or are dropped off by family members. School accountability data from the 2006-2007 No Child Left Behind (NCLB) report indicates of students enrolled this school; the majority (91.5%) is Black Non-Hispanic, with smaller numbers of (07.8%) Hispanic, (00.8%) Other and (00.0%) White Non-Hispanic students. Free and reduced lunch data indicates that 64% of our students come from low socioeconomic backgrounds. The most recent registration count indicates 29 ninth grade, 39 tenth grade, 43 eleventh grade and 18 twelfth grade students enrolled at Corporate Academy North Business and Entrepreneurship. Of exceptional students, 6 ESE students are mainstreamed in our program and meet twice weekly with an itinerant ESE teacher for specific learning strategies; and 2 gifted students are monitored through student services and are provided enrichment by the assignment of independent research projects through the Language Arts department. The graduation rate rose to 32% exceeding the 1% benchmark identified by the district. The attendance rate is 93% and the dropout rate is 14.5%. Corporate Academy North Business and Entrepreneurship employs 39 full time staff members, 1 part time custodian and 1 part time paraprofessional. Of this group, there are two administrators (one female Black Non-Hispanic, one male Black Non-Hispanic), one guidance counselor (female Black Non-Hispanic), one part time trust counselor (female Black Non –Hispanic), one social worker (female Black Non-Hispanic), one career specialist (male Black Non –Hispanic), sixteen classroom teachers (7 males and 9 females), (8 Black Non-Hispanic, 1 Black Hispanic, 3 Hispanic, 3 White Non –Hispanic, and 1 Other), four clerical staff, four custodial staff and one part time, five security monitors and four paraprofessionals. Of the teaching staff, four are completely new to this school and nine have worked here for over five years or more. Among all staff, nine have worked at the school for less than 1 year, eight for between 1 to 3 years, seventeen for between 4 to 10 years and five for more than 10 years. The instructional staff is certified with 90% teaching in-field. Among instructional and administrative staff, six have earned a masters degree and two have earned a doctorate.

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## ***School Foundation***

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### **Leadership:**

An analysis of the Spring 2006-2007 Organizational Performance Improvement Snapshot survey tool showed that 86.4% of all staff surveyed responded in agreement (4.00 and above) in all seven measured categories, up from 74% last year. One hundred percent (100%) of staff responded this year as compared to the previous survey taken in the previous fall. The two highest performance areas were Customer and Market Focus and Measurement, Analysis and Knowledge Management. The lowest two items were in Business Results and Process Management. The five highest ranking responses of the forty response items were as follows: knowledge of the customer, knowledge of the mission, information sharing with supervisor, knowledge of how to analyze work quality for change, and knowledge of what is most important. The lowest five were as follows: cooperation and teamwork, solicitation of staff ideas, resource availability, community access and involvement and knowledge of how the work location is doing financially. While no single item strays lower than 3.6, and 34 of 40 items are 4.0 or higher, attention still needs to be paid to all items lower than 4.2 that address the feelings that staff may have regarding being appreciated, acknowledged and/or heard in the workplace. The program may need to initiate processes that support a sense of ownership among the staff to create stronger teamwork and efficiency. Additionally, although the staff is very secure in an understanding of the clients they serve, continued development of strong contacts with the community and support of staff initiating those contacts can serve to strengthen the program as well.

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

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

### **Stakeholder Engagement:**

The 2006-2007 School Climate Survey successfully engaged 34 of 143 parents, 102 of 143 students and 17 of 20 teachers to participate. Parents indicated a majority in strong agreement or agreement on all items and gave the school a "B". Although a large percentage of responses were undecided. Students were less critical and remained the same, with 47% noting that peers do not follow school rules. Other areas of student concern are reflected in a significant decrease in the number of students indicating that the guidance counselor does not help them from 39% to 26%; and a 10% decrease in the number of students indicating that they are not cared about as individuals from 26% to 16%. While an average of 19% disagree that teachers are friendly and easy to talk to and that learning is fun, 73% of students agreed that they were getting a good education and 62% reported that the overall climate is positive and helps learning. Students gave the school a grade of C+. Staff gave the school an overall grade of B-, again revealed particular areas of concern. While 88% concur that the staff works together as a team, less than a quarter do not agree. Less than a quarter of the staff reported insufficient resources. All principal measures were strongly positive although about 18% of staff stood in disagreement. Overwhelmingly, 59% of staff reported that the lack of parental support limits their ability to do the job and 75% disagreed that students arrive to his or her classroom prepared for the grade level of work. Finally, one half of the staff reported feeling overloaded and overwhelmed. Even so, 82% of staff reported that the overall climate is positive. Results of the measure indicate that the school will be strengthened by developing strong strategies for involving parents in both the life of the school and the academic achievement of their child or children. Additionally, increased support of the student services function of the school and improved processes for bringing instructional resources into the academy will support academic achievement.

### **Faculty & Staff:**

Corporate Academy North Business and Entrepreneurship employs 39 full time staff members, 1 part time custodian and 1 part time paraprofessional. Of this group, there are two administrators (one female Black Non-Hispanic, one male Black Non-Hispanic), one guidance counselor (female Black Non-Hispanic), one part time trust counselor (female Black Non – Hispanic), one social worker (female Black Non-Hispanic), one career specialist (male Black Non –Hispanic), sixteen classroom teachers ( 7 males and 9 females), (8 Black Non-Hispanic, 1 Black Hispanic, 3 Hispanic, 3 White Non – Hispanic, and 1 Other), four clerical staff, four custodial staff and one part time, five security monitors and four paraprofessionals. Of the teaching staff, four are completely new to this school and nine have worked here for over five years or more. Among all staff, nine have worked at the school for less than 1 year, eight for between 1 to 3 years, seventeen for between 4 to 10 years and five for more than 10 years. The instructional staff is certified with 90% teaching in-field. Among instructional and administrative staff, six have earned a masters degree and two have earned a doctorate.

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

Corporate Academy North Business and Entrepreneurship follows the Continuous Improvement Model (CIM) using data from the Student Performance Indicator (SPI) system and results of tri-weekly mini-assessments running on an Instructional Focus calendar to drive instruction. Its purpose is designed to monitor School Improvement Plan (SIP). Therefore, the SIP strategies are required to remain in a high state of fluidity to adjust and revise each strategy as needed. Academic departments meet weekly to discuss strategies and methods for meeting student instructional needs by examining several data sources: SPI, Edusoft mini-assessment reports and Snapshot reports. The Instructional Focus Calendar and the district Curriculum Pacing Guides inform the teachers' lesson plan development. Additionally, professional development teams meet once a week to disaggregate data from the aforementioned reports as a platform for discussing student progress, best practices and the potential for interdisciplinary lessons/units. New ideas, emerging data trends, and solutions to existing problems are discussed further at weekly administrative meetings, bi-weekly leadership team meetings and monthly faculty meetings. According to the Spring 2006-2007 Organization Performance Improvement SnapShot Survey the category of Measurement, Analysis and Knowledge Management was ranked very high in performance. 100% of the staff responded affirmatively to a) strongly agree and b) agree. This reflected a cumulative score of 4.3 in the overall category.

### **Education Design:**

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

The school is designed as a Business and Entrepreneurship academy model with three learning communities: Humanities (language arts, reading, history, and foreign language), Sciences (mathematics and science), and Vocational Programs (family and consumer sciences, work experience, business and computer technology, and media). The school has responded to the District Strategic Plan by reshaping the curriculum to support an entrepreneurial academy model that will emphasize the business skills students must have in order to succeed in the global economy during the twenty first century. Corporate Academy North Business and Entrepreneurship will continue to bridge the technological divide facing our students through expanded network capabilities and the integration of computer based instructional programs into the curriculum. Students benefit from a faculty that shares a dedication to the professional development necessary to attain intermediate to advanced computer literacy system-wide. For 2007-2008 the new school model offers a career cluster for the Academy of Small Business and Entrepreneurship: a) Grade nine will include Business System Technology (BST) (Computing for college and career), b) Grade10- Business and Entrepreneurial Principles, c) Grade 11- Legal Aspects of Business and d) Grade 12- Business Supervision. Upon completion of the four year program students will receive a high school diploma and an occupational certificate in Business Supervision and Management. Corporate Academy North will continue to bridge the technological divide facing our students through expanded network capabilities and the integration of computer based instructional programs into the curriculum. Students benefit from a faculty that shares a dedication to the professional development necessary to attain intermediate to advanced computer literacy building-wide.



# School Improvement Plan 2007-2008



## **Performance Results:**

The school earned 275 state accountability points based on the 2006-2007 scale of 600 points maximum. The student attendance rate has risen steadily to 93% last year and the staff attendance rate was maintained at 96.50. Our outdoor suspensions have fallen from 199 to 9 days and indoor suspensions totaled 20 days in 2006-2007. Our graduation rate is 31%, and historically, many of our graduates enter higher education, the military or the world of work. One hundred percent (100%) of staff responses on the Organizational Improvement Snapshot were a 4.00 or better on a five point scale. Over 80% of staff and parents and 62% of students surveyed on the School Climate survey agreed with the statement that "The overall climate or atmosphere at my school is positive and helps students learn." However, the School Climate survey did indicate that there are two areas of standard deviations which Corporate Academy North Business and Entrepreneurship fell below in comparison to all other schools. The areas of "My child's school ...makes adequate disciplinary measures in dealing with disruptive students and My child's teachers ...do their best to include me in matters directly affecting my child's progress in school" will be addressed in the 2007-2008 school year.





# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

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

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

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

Different Innovative Approaches to Instruction: Best practices within the context of a learning community.

Responsibility of Teaching Reading for Every Teacher: See Reading Strategies, page 15.

Quality Professional Development for Teachers and Leaders: Teachers and leaders will be actively engaged in professional development activities in the areas of: curriculum mapping, literacy integration, vocabulary development and relevant curriculum.

Small Learning Communities (SLC): The Academy of Business and Entrepreneurship provides a rigors curriculum, pg 36.

Intensive Intervention in Reading and Mathematics: All students scheduled in Level 1 and Level 2, pages 15 and 19.

Course Choice Based on Student Goals / Interests / Talent: All students select a major from core curriculum courses offered or from clusters offered in the Academy of Business and Entrepreneurship, pg37.

Master Schedules Based on Student Needs: See -Reading, Mathematics and Science Strategies, pages 15,19 and 26.

Parental Access and Support: See Parental Involvement Strategies, page 29.

Applied and Integrated Courses: The Academy of Business and Entrepreneurship will encompass applied and integrated courses, page 36.

Academic and Career Planning: Activities include career planning, career portfolios, job applications and a career fair. Partnership agreements will be developed with colleges and universities for advisement.

### Reading Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Reading Statement**

All Corporate Academy North Business and Entrepreneurship students will improve reading skills.

### **Needs Assessment**

Corporate Academy North Business and Entrepreneurship focused on improvement in test attendance with 99% of the students tested. Analysis of the 2007 FCAT Sunshine State Standards reading results indicates that 70% of ninth graders and 82% of tenth graders scored at a Level 1, with an average of 3% of all students demonstrating mastery in reading. The 2007 FCAT data also reveals that 30% of ninth graders and 13% of tenth graders scored at Level 2. Such broad deficiencies reveal that increasing the evidence of factors such as student motivation to read and the use of research-based teaching strategies to improve learner engagement are of central importance to the academic success of the alternative school students we serve. On a positive note, all students registered some developmental scale score (DSS) growth. Twenty (20) ninth graders tested, showed on average a 38 point DSS increase and thirty eight (38) tenth graders had an average of a 3 point DSS increase. This indicates a need to develop positive and powerful interventions for this group of students to improve both motivation and the ability to persist in the reading task during assessments.

Out of all the strands tested Words/Phrases & Reference/Research seem to be the lowest with 33% of the ninth graders mastering Reference/Research and 33% of the tenth graders mastering Words/Phrases. Ninth graders have struggled consistently with this cluster of Reference/Research; however the tenth graders have not mastered Words/Phrases two years in a row. Main Idea and Author's Purpose increased amongst the ninth graders by 9% and remained at 44% for the tenth graders. This data would indicate that continued student engagement with many different genres as well as the continued development of sensitivity toward author's purpose and tone needs to be continued in all Reading and Language Arts classes, and reinforced in Social Studies classes. Again, the lowest performance for tenth graders was found in Words and Phrases, however ninth grade students increased by 17% with this strand. This data shows that both grades need further practice in drawing conclusions and making inferences. Finally, both ninth and tenth grades slightly dropped on the cluster Comparison/Contrast by 3%, which shows that students would benefit from continual practice in recognizing causal relationships and making comparisons through the increased use of graphic organizers across the curriculum.

It was predicted that achievement on the strand of Words and Phrases as well as retention of facts and details would be dramatically increased through the introduction of a new fluency building curriculum called Language! in the Intensive Reading Plus classes. The achievement level of this reading program could not be measured as the materials were not delivered in a timely manner and the program could not be implemented into the curriculum at the start of the school year. However this year, materials reached the school site on time and a more experienced teacher has been placed in the Intensive Reading Plus class. The comprehensive research-based reading program Read XL was placed in the Intensive Reading classes and the students showed some progress with the program. Many students already seem familiar with the reading program since many of the students were transferred to the Academy from zone schools where it was being used. However with the addition of an online reading intervention program called Reading Plus, used with Read XL, the students seem to be more engaged and show some progress. A new literature based program called Plugged into Reading is being introduced this year and offers the students a chance to expand their working knowledge of word etymology, as well as their reading comprehension using high interest and grade level literature. In addition, to regular classroom libraries, 100 Books will be implemented, to assist students that are deficient in reading.

Professional development for all teachers in teaching critical thinking skills through the use of met cognitive strategies such as reciprocal teaching (Palinscar, Ogle, Jones, Carr and Ransom, 1986) and CRISS, as well as monitoring and coaching in the use of these strategies, will particularly improve student performance on all strands. All teachers will be trained in research-based approaches to reading in the content area and data-driven instruction through differentiated teaching. Finally, continued training for all Language Arts teachers in the FCAT specifications, will improve instruction by expanding his or her understanding of how the test is aligned with the Sunshine State Standards and what types of academic items need to be covered in lesson planning and delivery of instruction. Teachers also need to be trained in the two new reading programs; Plugged into Reading & 100 Books both of these programs are tools that can assist with low reading comprehension of the students. As part of the initiative of professional development there will be an inclusion of the Consortium on Reading Excellence. C.O.R.E. developed a series of guidebooks and references to give educators practical help on the art of reading education. C.O.R.E.'s teaching component includes the reading source book, the reading assessment and vocabulary handbook. It will assist teachers in the monitoring of students' reading skill development.

**NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skills as evidenced by 58% scoring at level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the lowest 25% of students in grades nine and ten will improve in reading skills as evidenced by adequate learning gains on the 2008 administration of the FCAT Reading Test.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitoring of student mastery in compliance of prescribed benchmarks via tri-weekly mini assessments following the monthly reading instructional focus calendar and district pacing guides.	Principal Assistant Principal Language Arts Academic Team Reading Coach	8/29/2007	5/16/2008	Continuous Improvement Model	0
Provide independent research projects and access to Florida Virtual High School to all enrolled students identified as gifted or scoring at a Level 4 on the 2007 FCAT reading assessment.	Principal Assistant Principal Guidance Counselor Teachers	8/27/2007	5/30/2008	Inclusion of SWD	0
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated data for the differentiation of instruction and the sharing of best practices within the context of a learning community.	Principal Assistant Principal Language Arts	8/20/2007	5/16/2008	Continuous Improvement Model	0
Schedule ninth and tenth graders in all subgroups identified in the objectives above into intensive reading or reading plus classes in accordance with the results of the 2007 FCAT reading assessment and the Comprehensive Research-based Reading Plan (CRRP)	Principal Assistant Principal Guidance Counselor Reading Coach	8/24/2007	8/31/2008	Continuous Improvement Model	0
Administer a practice FCAT style pre-test and post-test to ninth and tenth graders in all subgroups identified in the objectives above to establish baseline data.	Principal Assistant Principal Language Arts Department Head Test Chairperson Teachers Reading Coach	9/22/2007	1/14/2008	Continuous Improvement Model	0
Implement with fidelity the CRRP mandated reading curriculums of Language!, Read XL, Plugged into Reading and Reading and Writing Sourcebooks in Intensive Reading and Intensive Reading + classes.	Assistant Principal Reading Coach	8/20/2007	5/16/2008	District-wide Literacy Plan	0
Provide incentives for ninth and tenth graders in all subgroups identified in the objectives for improved school attendance, attendance to tutoring sessions, participation in Reading Development, and effort applied to reading skills development programs such as Reading Plus and FCAT Explorer.	Principal Assistant Principal Media Specialist Language Arts Department	8/20/2007	5/30/2008	Continuous Improvement Model	500
Build school-wide enthusiasm for reading through student activities, contests, and the hanging of posters and other visual displays that celebrate reading.	Principal Assistant Principal Media Specialist	8/20/2007	5/30/2008	District-wide Literacy Plan	500
Provide supplementary materials to Language Arts classes to develop student skills in vocabulary, word etymology, higher critical thinking and test taking strategies.	Principal Assistant Principal Reading Coach	8/20/2007	5/30/2008	Continuous Improvement Model	6000
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal Assistant Principal Language Arts Academic Team Reading Coach	8/20/2007	5/30/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

## Research-Based Programs

Language!  
Read XL  
100 Books  
QAR Question & Answer Task Cards  
Reading Plus  
Great Source Reading and Writing Sourcebook  
SRA Reading Kits  
MacDougal Littell Language of Literature  
Glencoe/ Jamestown Reading Basals and Reading Drills  
Great Books/Perfection Learning Language and Thought Reading Series  
Great Source Vocabulary for Achievement  
Plugged into Reading  
Kaplan Advantage and Essentials Program.

## Professional Development

Training in Language!, Read XL, Reading Plus (refresher)  
Reading and Writing Sourcebook publisher training session  
FORF (Florida Oral Reading Fluency) training  
Differentiated Instruction  
100 Books  
CRISS  
Reading Plus 3.6  
Using Literacy Centers and Managing the Instructional Block  
Continuous Improvement Model (CIM)  
Data –Driven Instruction  
Student Performance Indicator (SPI) training  
Learning Community  
EDUSOFT  
Reciprocal Teaching  
CRISS Project  
C.O.R.E  
FCAT Specifications training

## Evaluation

Summative results of the 2008 FCAT Reading Assessment. The above mentioned strategies will be monitored as follows:

Respond to and implement recommendations provided by the District Site Visitation Team.  
District Interim Assessments  
Language! and Read XL monitoring assessments  
Edusoft benchmarked mini assessment reports  
Pre and post- FCAT test results  
FORF (Florida Oral Reading Fluency Test)  
District Professional Development Records  
Academic Team meeting agenda and sign in sheets  
Professional Development Team meeting agenda and sign in sheets  
Small Group Tutoring logs  
Classroom walk through and observation  
Class rosters and lesson plans  
FCAT Explorer

### Mathematics Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Mathematics Statement**

All Corporate Academy North Business and Entrepreneurship students will improve in mathematics skills.



### **Needs Assessment**

Corporate Academy North Business and Entrepreneurship remained focused on improvement in test attendance with 99% of the students tested. Analysis of the 2007 FCAT mathematics results indicates that 55% of ninth graders and 50% of tenth graders scored at a Level 1. The 2007 FCAT data also reveals that 25% of ninth graders and 34% tenth graders scored at Level II. Noticeable improvement was gleaned from the development scale scores (DSS) in both grades indicating remarkable improvement. A breakdown of the 2007 FCAT data reveals that more than 59% of our students made learning gains with an average of 36% meeting high standard in mathematics. In addition, more than 50% of the lowest 25% made learning gains. These numbers represent a big improvement compared to last year with only 9% of all students meeting high standards in mathematics.

These broad increases are indicative of strategies used by our teachers such as student motivation to master mathematical operations and teacher use of hands-on teaching strategies to improve learner engagement. They are of central importance to the academic success of the alternative school students we serve.

Across the strands tested, Measurement and Data Analysis remains the lowest with 20% of both ninth graders and tenth graders answering items correctly. While the ninth grade content focus was spread evenly across all tested benchmarks, tenth grade content focus information reveals that 43% of points possible centered on performance task items relative to the Properties of Geometric Shapes and Midpoint. Difficulty in understanding the Properties of Geometric Shapes requires renewed emphasis on improving student comprehension of the fundamentals critical to mastery of this mathematical strand. Additionally, teachers need to find strategies for developing student confidence in the ability to correctly execute performance task items on the FCAT for finding slope, midpoint or other operations. Growth in the cluster of Algebraic Thinking and Measurement held steady for both grades from year 2005. However, ninth graders registered a 9% improvement on Geometry from the year prior, a positive trend attributed to emphasis on the benchmark school wide which will be continued this year. On another positive note, tenth graders advanced 7% in the areas of Algebraic Thinking, correctly answering 21% more questions respectively than the prior year. Ninth graders, on the other hand, showed little improvement.

Professional development of teachers is key to ensuring that all students including the lowest 25% of our students show learning gains in 2008. Mathematics teachers will be re-trained in the use of manipulatives and data-driven differentiated instruction in the classroom. Teachers will receive training and follow up coaching in the flexible use of small cooperative learning groups throughout the continuous improvement cycle and especially during the focus calendar days requiring intervention or enrichment. Refresher training for teachers will also be provided in accessing resources available through the adopted textbook program now in place, as well as in research grounded computer-based learning programs. Finally, continued training in FCAT specifications will improve instruction by expanding teacher understanding of how the test is aligned with the Sunshine State Standards and what types of academic items need to be covered in lesson planning and delivery of instruction.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine State Standards, students in grades nine and ten will improve in mathematics skills as evidenced by 62% scoring at level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, black students in grades nine and ten will improve in mathematics as evidenced by the developmental scale score increases on the 2008 administration of the FCAT.

Given instruction using Sunshine State Standards, lowest 25% of students will show adequate learning gains in mathematics as evidenced by the developmental scale score increases on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve in reading skills as evidenced by adequate learning gains on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Mathematics 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 9th & 10th graders in all subgroups identified in the objectives above into intensive math classes in accordance with the results of the 2007 FCAT mathematics assessment.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer a practice FCAT style pre-test and post-test to 9th & 10th graders in all subgroups identified in the objectives above to establish baseline data.	Principal Assistant Principal Mathematics Arts Department Head	8/20/2007	5/30/2008	Continuous Improvement Model	0
Monitor student mastery of the Sunshine State Standard benchmarks through tri-weekly mini assessments following the mathematics instructional focus calendar and review the results of mini-assessments in order to differentiate instruction for subsequent intervention and enrichment.	Principal Assistant Principal Mathematics Department Head	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide incentives for 9th & 10th graders in all subgroups identified in the objectives for improved school attendance, attendance to tutoring sessions, class participation, and participation in skills development programs such as Cognitive Tutor, Riverdeep Destination Math and FCAT Explorer during computer lab time.	Principal Assistant Principal Mathematics Academic Team Mathematics Department Head	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue to emphasize the skill of measurement through hands on activities in all mathematics classes (Pre-Algebra, Algebra 1 and 2, and Geometry) to increase the competency in this strand of all subgroups identified in the objectives above.	Principal Assistant Principal Mathematics Academic Team Mathematics Department Head	8/20/2007	5/30/2008	Continuous Improvement Model	0
Build school-wide enthusiasm for mathematics through student participation in contests, and the development of posters, announcements, and academic projects that celebrate mathematics.	Principal Assistant Principal Mathematics Academic Team Mathematics Coach Media Specialist	8/20/2007	5/30/2008	District-wide Literacy Plan	500
Provide independent research projects and access to Florida Virtual High School to all enrolled students identified as gifted or scoring at a Level 4 on the 2007 FCAT mathematics assessment.	Principal Assistant Principal Guidance Counselor Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue to emphasize the skill of data analysis school wide through exposure to graphs, charts, and other forms of data organization across all content areas to increase the competency in this strand of all subgroups identified in the objectives above.	Principal Assistant Principal Math Academic Team Mathematics Coach Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	500
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal Assistant Principal Teachers Mathematics Department Head	8/20/2007	5/30/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0



# School Improvement Plan 2007-2008



## Research-Based Programs

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

## Professional Development

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

## Evaluation

Summative results of the 2008 FCAT Mathematics Assessment. The above mentioned strategies will be monitored as follows:

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

### Writing Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Writing Statement**

All Corporate Academy North Business and Entrepreneurship students will improve in writing skills.

**Needs Assessment**

According to the analysis of the 2007 Florida FCAT Writing + test results, the combined score of the 48 tenth grade students tested reveals an increase in the percentage of students scoring at Level 3.5 or higher, up from 58% to 67% in the prior year. This increase in performance may be attributed to more operational knowledge and application of the research-based principles that guide the writing process among faculty. Professional development of all faculty in the writing process was scheduled and a student survey was given to identify the types and frequency of writing activities and assignments occurring building wide. Particular emphasis in the use of prewriting strategies prior to beginning the first rough draft of an essay increased student capacity to generate ideas, and build voice and self-confidence in the writing process. Of mean points earned in each reporting category, students scored 38% of the available points in the areas of Focus, Organization and Support, but more noticeably, in the area of Conventions, students gained 8 of a possible 18 points. This struggle with a working knowledge of English grammar needs to be addressed through grammar mini-lessons given on a daily basis in all Language Arts classes throughout the year. Also, there is a strong an initiative to reinforce these same conventions through home learning assignments. On a positive note, 46% of students scored at a Level 4 or higher, and 70% of the 23 students given the persuasive prompt scored at 3.5 or above and 57% at 4.0 or higher. This indicates that students incorporated the proper writing techniques used for effective persuasive writing, as well as confidence in his or her own voice. Teachers will continue to integrate effective writing activities into the Language Arts and Social Studies classes. Finally, humanities and vocational teachers will benefit from refresher trainings in FCAT Writing holistic scoring procedures provided by the PD Liaison for the school.



# School Improvement Plan 2007-2008



## ***NCLB Subgroup Target***

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

### Measurable Objective

Given instruction using Sunshine State Standards, students in grades ten will improve in writing skills as evidenced by 70% percent of tenth graders achieving level 3.5 or better on the 2008 administration of the FCAT Writing + test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Write daily in student journals in response to informal prompts in all English classes in order to develop student fluency in writing.	Principal Assistance Principal Language Arts Teachers Language Arts Chairperson Reading Coach	8/21/2007	5/30/2008	District-wide Literacy Plan	0
Increase exposure to the expository writing through Social Studies and Language Arts classes by integrating informational text into the curriculum to strengthen student understanding of the expository writing.	Principal Assistant Principal Language Arts and Social Studies Teachers Language Arts Chairperson Reading Coach	8/21/2007	5/30/2008	District-wide Literacy Plan	0
Practice the essay writing process in all language arts classes using the Write Traits framework with formal expository and persuasive prompts to increase student mastery of the writing process.	Principal Assistant Principal Reading Coach Language Arts Teachers Language Arts Department Chairperson	9/3/2007	5/25/2008	District-wide Literacy Plan	0
Schedule students at FCAT Writing + levels 1 and 2 for twice weekly pull-out tutoring sessions to learn the writing process and build confidence.	Principal Assistant Principal Reading Coach Language Arts Teachers	9/17/2007	5/30/2008	District-wide Literacy Plan	0
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated data for the differentiation of instruction and the sharing of best practices within the context of a learning community.	Principal Assistant Principal Reading Coach Department Heads All Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Administer pre- and post- mock FCAT Writing tests to all tenth grade students using both expository and persuasive prompts in order to secure baseline data.	Principal Assistant Principal Test Chairperson Reading Coach	9/5/2007	4/14/2008	Continuous Improvement Model	0
Implement school-wide essay writing practice in all content area classes using The Role, Audience, Format, Topic (R.A.F.T., Vandevanter, 1982) strategy.	Principal Assistant Principal Reading Coach	9/27/2007	5/30/2008	Continuous Improvement Model	0
Build school-wide enthusiasm for writing through student participation in contests, and the development of posters, announcements, and academic projects that celebrate writing.	Principal Assistant Principal Media Specialist Reading Coach Language Arts Teachers	8/14/2007	5/30/2008	District-wide Literacy Plan	500
Implement the Write Traits curriculum in all Language Arts classes to develop student understanding of the steps in the writing process and features common to well organized and effective writing.	Principal Assistant Principal Reading Coach Language Arts Department Chairperson Language Arts Teachers	9/24/2007	5/30/2008	Continuous Improvement Model	500
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs



# School Improvement Plan 2007-2008



Great Source Write Traits  
Great Source Write Traits Advanced: Levels 1 and 2  
Glencoe Writers Choice Grammar and Composition

## Professional Development

The Writing Process  
Great Source Reading Writing Sourcebooks and Write Traits training  
Using Literacy Centers and Managing the Instructional Block  
Writing Across the Curriculum: Step Up To Writing  
Continuous Improvement Model (CIM) (refresher)  
Student Performance Indicator (SPI)  
FCAT Specifications training  
CRISS Project R.A.F.T. strategy training  
Zelda Glaser Writing Institute

## Evaluation

Summative evaluation of all writing objectives will be administered on the 2008 FCAT Writing test. The above mentioned strategies will be monitored as follows:

Practice essays evident in core academic classes  
District TEC records  
Academic Team meeting agenda and sign in sheets  
Professional Development Team meeting agenda and sign in sheets  
Small Group tutoring logs  
Classroom walk-through and observation  
Class rosters and lesson plans  
Respond to and implement recommendations provided by the District Site Visitation Team.

### Science Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

All Corporate Academy North Business and Entrepreneurship students will improve in science skills.

**Needs Assessment**

Corporate Academy North Business and Entrepreneurship remained focused on improvement in test attendance with 99% of the students tested. Performance on the 2007 FCAT Science Assessment indicates mean scale score decrease of 11 points. Even so, students need continued emphasis across all seven strands of the Sunshine State Standards in Science to reach the district mean scale score of 286. Twenty three eleventh graders earned a mean scale score of 239 as compared with the state wide mean scale score of 302. In examining the points earned on the four content clusters, students scored 23% correct on questions relating to Physical and Chemical Science, 33% correctly on questions relating to Earth Space Science, 25% correctly on those related to Life and Environment, and 29% correct in Scientific Thinking. Given these results, ninth and tenth grade students need constant review of prior knowledge learned, increased lab time, and increased practice in test taking strategies to be well prepared for the academic performance encountered on the FCAT. In reviewing the content focus of the 2007 FCAT assessment, it is noted that four of six of the benchmarks carrying higher points required a performance task item. This indicates an increase in practice of executing performance task items across all four strands is needed. This test taking skill will be supported by daily practice in applying the scientific method through increased lab time. Additionally, student exposure to content knowledge through the recently adopted Science textbook materials and work in the computer lab on Riverdeep Destination Science and other computer based lab simulations will positively support achievement. Students will take intergraded science classes in preparation for FCAT 2008, which will enrich and reinforce their science skills.



### Measurable Objective

Given instruction using Sunshine State Standards, students in grade eleven will improve in science skills as evidenced by 10% of eleventh graders scoring at level 3 or higher on the 2008 administration of the FCAT Science Test.

Given instruction using the Sunshine State Standards, black students in grade eleven will improve in science skills as evidenced by 30% scoring at level 3 or higher on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, economically disadvantaged students and the lowest 25% in grade eleven will improve in science skills as evidenced by 30% scoring at level 3 or higher on the 2008 administration of the FCAT

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor student mastery of the Sunshine State Standard benchmarks through bi-weekly mini assessments following the science instructional focus calendar and review the results of mini-assessments in order to differentiate instruction for subsequent intervention and enrichment.	Principal Assistant Principal Department Head Science Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Schedule eleventh graders into intensive science classes to prepare for the 2007 FCAT science assessment.	Principal Guidance Counselor	7/14/2007	5/30/2008	Continuous Improvement Model	0
Administer a practice FCAT style pre-test and post-test to eleventh graders to establish baseline data by benchmark for each student.	Principal Assistant Principal Science Teachers Department Chair	8/21/2007	5/30/2008	Continuous Improvement Model	0
Emphasize the scientific method through increased lab experience and hands-on activities in all science classes (Biology and Earth Space Science) to increase achievement of all subgroups identified in the objectives above.	Principal Assistant Principal Science Teachers Department Chair	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue all features of the Continuous Improvement Model (CIM) including the Instructional Focus calendars, benchmarked mini-assessments, and use of disaggregated data for the differentiation of instruction and the sharing of best practices within the context of a learning community.	Principal Assistant Principal Department Heads All Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide independent research projects and Florida Virtual High School to all enrolled students identified as gifted or showing notable potential for achievement in the field of science.	Principal Assistant Principal Guidance Counselor Science Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide incentives for eleventh graders for improved school attendance, class participation, and effort applied to science skills development programs such as Riverdeep Destination Science and FCAT Explorer during computer lab time.	Principal Assistant Principal Media Specialist Science Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	500
Provide supplemental reading resources for the core academic area of Science to support reading across the curriculum and develop FCAT Science test taking skills.	Principal Assistant Principal Science Teacher Department Head	8/20/2007	12/22/2008	Continuous Improvement Model	500
Build school-wide enthusiasm for science through student participation in contests, and the development of posters, announcements, and academic projects that celebrate science.	Principal Assistant Principal Media Specialist Science Teachers	8/20/2006	5/30/2007	District-wide Literacy Plan	500
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal Assistant Principal Science Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs

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

### Professional Development



# School Improvement Plan 2007-2008



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

## **Evaluation**

Summative results of the 2008 FCAT Science Assessment. The above mentioned strategies will be monitored as follows:

Riverdeep Destination Science and FCAT Explorer monitoring assessments  
EDUSOFT benchmarked mini assessment reports  
Pre and post-test results  
District TEC records  
Academic Team meeting agenda and sign in sheets  
Professional Development Team meeting agenda and sign in sheets  
Classroom walk through and observation  
Class rosters and lesson plans  
Respond to and implement recommendations provided by the District Site Visitation Team.

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Parental Involvement Statement**

Increase parental involvement for families of enrolled students attending Corporate Academy North Business and Entrepreneurship.

### **Needs Assessment**

Parents, teachers, counselors, social worker, career specialists and administrators at Corporate Academy North Business and Entrepreneurship communicate concerning notification of absences on a daily basis. Weekly telephone calls; and home visits are conducted to inform parents of positive progress and behavioral or academic problems. Of all the after school activities, Open House is the most highly attended event of the year with approximately 30% of parents attending. Parental attendance for events such as EESAC meetings, PTSA meetings and Super Parent Nights remain low (15%) given the challenges parents face as it relates to time constraints. Approximately 30% of parents have attended conferences to review the FCAT (March) results through the Parent Resource Center.

### Measurable Objective

Given that prior years parental involvement remains constant at 15% for meetings attended and 30% for participation in activities directed by the Parent Resource Center, Corporate Academy North Business and Entrepreneurship will increase its attendance to 20% for Open House, Super Parent Night, EESAC, PTSA meetings; and will increase parental participation to 40% for activities directed by the Parent Resource Center.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct orientation of new students with parents	Principal Assistant Principal Guidance Counselor	7/24/2007	5/30/2008	Alternative Education	500
Notify parents of district (The Parent Academy) and school events, workshops and meetings (Open House, Super Parent Night, PTSA meetings, Heritage Celebrations) through the Connect-Ed system, the monthly newsletter, and the distribution of fliers for students to take home.	Principal Assistant Principal Media Specialist Community In Schools	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Make phone calls to parents advising them of their son or daughters academic and behavioral progress	Principal Teachers Guidance Counselor Trust Counselor Social Worker Career Specialist	8/20/2007	On-going	Exchange Meaningful Information	0
Hold conferences with parents of students struggling due to poor academic performance, attendance or behavioral problems.	Principal Teachers Guidance Counselor Trust Counselor Social Worker Career Specialist	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs

NPTSA Standards for Parent Family Involvement Programs

### Professional Development

Parent Teacher Association Inservice

### Evaluation

Sign in sheets for Open House, Super Parent Night and PTSA meetings compared to the total prior year totals.  
 EESAC meeting minutes and attendance rosters  
 Parent calling rosters of teachers  
 Parent Resource Center sign-in sheets compared to prior year totals.  
 Parent/Teacher/Student conference logs and meeting notes  
 Respond to and implement recommendations provided by the District Site Visitation Team.

## Discipline & Safety Goal

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

#### **Florida Education Priorities**

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

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

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

### **Discipline & Safety Statement**

Emphasize and improve school safety and student discipline at Corporate Academy North Business and Entrepreneurship.

### **Needs Assessment**

Analysis of 2006-2007 data indicated that student behavior did improve resulting in fewer disruptions, thereby lowering indoor suspensions to 20 days and outdoor suspensions to 9 days. Lower indoor and outdoor suspensions had a significant positive impact on the increased attendance rate of 93% evident by the 2006-2007 school year. Proactive administrative and parental interventions are still needed to change student behavior that leads to violations of the Miami Dade County Student Code of Conduct.

### Measurable Objective

Given 20 days of indoor suspension and 9 days of outdoor suspension during the 2006-2007 school year, Corporate Academy North Business and Entrepreneurship will decrease the incidence by a minimum of 1% in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the school-wide discipline plan	Principal Leadership Team All Staff	08/20/2007	09/30/2007	Secondary School Reform	0
Monitor the number of indoor and outdoor suspensions weekly.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Secondary School Reform	0
Improve student attendance by 2 percent over the average rate for 2007-2008 school year through increased parental contact and MDCPS truancy procedures.	Principal Assistant Principal Attendance Clerk	8/20/2007	5/30/2008	Secondary School Reform	0
Deliver character education activities through individual and group counseling sessions.	Principal Assistant Principal Guidance Counselors Teachers	8/20/2007	5/30/2008	Secondary School Reform	0
Encourage student access to the social support services available through The Children's Trust and Switchboard of Miami.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Secondary School Reform	0
Provide strategies for students in avoiding interpersonal violence through peer mediation training and conflict resolution.	Principal Assistant Principal Guidance Counselor SCSI Director	08/20/2007	05/30/2008	Continuous Improvement Model	0
Provide professional development for staff in understanding the at-risk student and effectively managing their behavior in an educational setting.	Principal Assistant Principal Trust Counselor	8/20/2007	05/30/2008	Secondary School Reform	0
Broadcast an inspirational quote of the day or aphorism appropriate for reflecting on character. Monitor active implementation by instructional staff	Principal Assistant Principal Media Specialist	8/20/2007	5/30/2008	Secondary School Reform	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs

SCANS

### Professional Development

Peer Mediation Facilitator Training for selected staff.  
 Bullying In-service  
 COGNOS training  
 MDCPS Truancy training

### Evaluation

Quarterly comparative data regarding indoor and outdoor suspension rate through Student Tardy Log  
 Truancy documents  
 Inspirational quote of the day broadcast on the CAN daily news  
 Counseling session sign in sheets  
 Peer mediation student training records  
 Peer mediation session sign in sheets  
 Staff In-service records  
 Respond to and implement recommendations provided by the District Site Visitation Team.

## Technology Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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"/>

### Technology Statement

Increase the use of technology-based teaching by instructional staff at Corporate Academy North Business and Entrepreneurship.

### Needs Assessment

Teachers continue to report ongoing challenges in contacting the home of students to discuss academic progress. There has been a 60% increased contact rate on a weekly basis. In an effort to improve communication between teacher, parent and student regarding the status of a student's academic performance, Corporate Academy North Business and Entrepreneurship implemented the Excelsior Electronic Gradebook (MDCPS software) last year. Instructional staff continues to utilize The Grade Book as it is a key ingredient in narrowing down this communication gap. The school is in its second year since the introduction of the E-Grade Book, and dependency by the teachers continues to rise. This is improving daily management of attendance and record keeping of student performance. The capacity for Excelsior Gradebook to provide teachers with immediate access to FCAT data and the results of district interim assessments will further support the Continuous Improvement Model now in full implementation at Corporate Academy North Business and Entrepreneurship. Teachers will use the Electronic Grade Book to effectively integrate the use of student data as a tool for managing differentiated instruction.

### Measurable Objective

Given that the Excelsior Gradebook was used during the 2006-2007 school year, 50%- 75% of parents and students reaped tremendous benefits. Sixty percent (60%) of Parents and students will continue to benefit from the use of the Excelsior Gradebook as evidenced by a 10% increase for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer frequent training sessions on the Excelsior Gradebook. Strive to involve 60% of parents to attend a training session on accessing the Excelsior Gradebook from home to increase their perception of the E-Grade Book as a vital tool to monitor and support student academic achievement.	Principal Assistant Principal Parents	8/20/2007	5/30/2008	Secondary School Reform	0
Train new and experienced teachers to use the Excelsior electronic gradebook.	Principal Assistant Principal Gradebook Manager	8/20/2007	5/30/2008	Secondary School Reform	0
Elevate teacher mastery of the Excelsior Electronic gradebook system through highly skilled and embedded training.	Principal Assistant Principal Gradebook Manager	8/20/2007	5/30/2008	Secondary School Reform	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs

Not Applicable

### Professional Development

District Excelsior Gradebook training sessions conducted by ITS.

On site gradebook teacher training sessions for new teachers to Corporate North Business and Entrepreneurship Academy conducted by Excelsior Gradebook Managers/Teacher trainers.

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

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

### Evaluation

Monitoring of Excelsior Gradebook through principal viewer.

Respond to and implement recommendations provided by the District Site Visitation Team.

Observation



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

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

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

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

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

### ***Needs Assessment***

Corporate Academy North Business and Entrepreneurship is located in a high HIV/AIDS population area, so Sexually Transmitted Disease education is emphasized as part of the curriculum. Every available training aid in the form of pamphlets, videos, lecturing, guest speakers, and -pre and post- test assessments should be made available to the student body. This is important because the information received identifies the importance of sexual abstinence, safe sex and the consequences and, or actions crucial for survival after learning that self or significant others have become infected with the HIV/AIDS virus.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Heighten student awareness of the importance of proper nutrition through school-wide posters and announcements	Principal Assistant Principal Cafeteria Manager Health Teachers	8/20/07	5/30/08	Healthcare & Healthy Choices	0
Increase opportunities for physical exercise through P.E. classes.	Principal Assistant Principal Physical Education Teachers	8/20/07	5/30/08	Healthcare & Healthy Choices	0
Provide screening for student vision and hearing acuity.	Principal Assistant Principal Guidance Counselor	8/20/07	5/30/08	Healthcare & Healthy Choices	0
Provide information regarding risky behaviors known to increase risk of contracting a sexually transmitted disease.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Organize presentations on general health issues including facts about drug abuse and information on HIV testing.	Principal Assistant Principal Guidance Counselor	8/20/07	5/30/08	Healthcare & Healthy Choices	0
Provide instruction on Individual Growth and Development.	Principal Assistant Principal Guidance Counselor	8/20/07	5/30/08	Healthcare & Healthy Choices	0
Provide information on HIV testing.	Principal Assistant Principal Guidance Counselor	8/20/07	5/30/08	Healthcare & Healthy Choices	0

### Research-Based Programs

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

### Professional Development

AIDS/HIV Workshops  
Teen Health Issues Workshops  
Sexual Abstinence Presentations

### Evaluation

Respond to and implement recommendations provided by the District Site Visitation Team.  
Personal Improvement Plans  
Photographs and/or videos of presentations  
Presence of brochure / materials available in counselors' office.  
Presence of school-wide posters and announcements on the CAN Morning News  
Screening sign-in sheets  
Class rosters and lesson plans  
Agenda and Programs

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

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

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

All students will acquire the skills and potential to design, own and manage a business.

### ***Needs Assessment***

Research suggests that minority students from low socioeconomic backgrounds often are forced to either drop out of school or work while attending school to help support the families. Given the customary wages for part-time employment high school students seek is low and provides minimal advancement of skill knowledge or status, an alternative path is needed. Implementation of an in-house business, allow students to practice and reinforce the functional aspects of running a business; which will promote students to execute their great ideas and turn them into profitable enterprises. Providing an alternative educational setting within which students are personally motivated to succeed academically in order to reach the dream of "being my own boss" will decrease the drop-out rate and increase the economic empowerment of the socioeconomically disadvantaged minority youth.

### Measurable Objective

Given the district initiative to change the design of Corporate Academy North Business and Entrepreneurship, the school went through a metamorphosis during 2006-2007 school year and is now actively wearing its new stripes as a business and entrepreneurship academy.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implementation of phase one of the SSR.	Principal Assistant Principal Leadership Team	8/20/2007	5/30/2008	Secondary School Reform	0
Define roles, relationships and protocols that will strengthen the relationship of Corporate North and the 500 Role Models of Excellence	Principal Assistant Principal Leadership Team	9/1/2007	5/30/08	Secondary School Reform	0
Market school through multimedia channels for new recruits/students	Principal Assistant Principal Leadership Team	8/20/2007	5/30/2008	Secondary School Reform	0
Develop and expand the curriculum to unify the master schedule to nurture successful community based school/business partnerships	Principal Assistant Principal Leadership Team	8/20/2007	5/30/2008	Secondary School Reform	9000
Research similar programs that use the Business and Entrepreneurial Academy model	Principal Assistant Principal Leadership Team	8/20/2007	5/30/2008	Secondary School Reform	500
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Secondary School Reform	0

### Research-Based Programs

Career Academy National Standards of Practice

### Professional Development

Attend conferences on Career Academies  
 Research similar academy models.  
 Visit outstanding schools patterned after the entrepreneurial model.  
 Become a member of the Greater Miami Chamber of Commerce and have some affiliation with organizations that assist small businesses.

### Evaluation

Leadership Team meeting agenda and notes  
 Research results  
 Planning Documentation  
 Respond to and implement recommendations provided by the District Site Visitation Team.

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

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

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

### **Return On Investment Statement**

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

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2006–2007 Corporate Academy North ranked at the 0 percentile on the State of Florida ROI Index.

### Measurable Objective

Given emphasis on the alignment of standards and resources, Corporate Academy North Business and Entrepreneurship will increase its percentile rating on the 2008 publication on the ROI Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with District personnel to improve resource allocation.	Principal Assistant Principal	7/5/2007	5/30/08	Improve Public Perception	0
Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.	Principal Assistant Principal	8/20/07	5/30/08	Improve Public Perception	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks, to improve return on investment.	Principal Assistant Principal	8/20/07	5/30/08	Improve Public Perception	0
Gather quarterly usage reports on the fluency building software program Reading Plus and correlate student usage with results on district interim assessments and the summative data from the 2007 FCAT assessment.	Principal Assistant Principal	8/20/2007	5/30/2008	Secondary School Reform	0
Consider partnering with community agencies to improve return on investment.	Principal Assistant Principal	8/20/07	5/30/08	Business Process Redesign	0

### Research-Based Programs

Department of Education Return on Investment Indicators.

### Professional Development

Budget

### Evaluation

On the next Florida ROI Index publication, Corporate Academy North will show progress. Respond to and implement recommendations provided by the District Site Visitation Team.

## Graduation (High Schools Only) Goal

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

#### *Florida Education Priorities*

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

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

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

### **Graduation (High Schools Only) Statement**

Increase the rate of graduation.

### ***Needs Assessment***

The graduation rate was 32 percent during the 2006-2007 school year. The graduation rate remains effected by student failure on the FCAT examination on either one or both subtest. The faculty, staff and administration will continue to improve student chances for success through intensive reading, tutoring, peer-counseling and positive recognition. Incentives will be offered to motivate senior students to complete the program and earn a diploma.

### Measurable Objective

Increase the graduation rate by 5 percent over the previous year's rate of 32 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the components of the continuous improvement model school wide to assure student academic success including the instructional calendar to assure timely assessments.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide seniors with off site night school opportunities to make up core requirement classes.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Secondary School Reform	0
Require seniors who have not passed the FCAT to attend after school tutoring sessions in mathematics and reading skills.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Secondary School Reform	0
Adopt zero tolerance regarding absenteeism and tardiness and follow-up immediately on students not meeting attendance expectations.	Principal Assistant Principal Guidance Counselor	8/20/2007	5/30/2008	Secondary School Reform	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal	10/9/07	12/20/07	Alternative Education	0

### Research-Based Programs

Florida Department of Education  
NCES Reports

### Professional Development

Human relations training in dropout intervention strategies will be conducted with the leadership team.

### Evaluation

Respond to and implement recommendations provided by the District Site Visitation Team.  
Compare the student dropout rate when reviewing student attendance each month and conduct exit interviews to determine causes of leaving school. Modify strategies to meet perceived needs of students.



**EESAC Compliance**

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

**Budget:**

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

**Training:**

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

**Instructional Materials:**

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

**Technology:**

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

**Staffing:**

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

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

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



# School Improvement Plan 2007-2008



## **Benchmarking:**

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

## **School Safety & Discipline:**

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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	7000
Mathematics	1000
Writing	1000
Science	1500
Parental Involvement	500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	9500
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>20500</b>



# School Improvement Plan 2007-2008



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

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

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*