
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7841 - The English Center

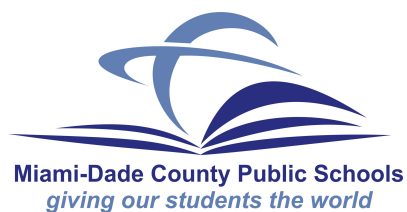
FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal:

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

The English Center

The English Center is a full-service adult and community education center, open Monday through Thursday from 8:00 A.M. to 10:00 P.M., Friday from 8:00 A.M. to 7:15 P.M., and Saturday and Sunday from 8:00 A.M. to 4:30 P.M. The school serves more than 5,000 adult students, 16 years of age and older, from more than 40 countries all over the world. These students are enrolled in more than seven levels of English classes, including General Educational Development (GED) courses, and applied technology programs that prepare them to enter the workplace with the necessary skills to succeed, earn a good living, and become productive members of the community. Childcare classes and a Headstart program are offered for the students and their children.

Thirty-five percent of students enrolled in the Vocational Preparatory Instruction (VPI) lab will improve their reading scores by at least one grade equivalency level as evidenced by their pre- and post- Test for Adult Basic Education (TABE) results, as documented in a school-site generated printout.

Thirty-five percent of students enrolled in Mathematics in Adult Basic Education (ABE) courses will improve their mathematics scores by at least one grade equivalency level as evidenced by their pre- and post- TABE results, as documented in a school-site generated printout.

Thirty-five percent of students enrolled in English for Speakers of Other Languages (ESOL) 2 will be promoted to the next ESOL level as evidenced by their pre- and post- Comprehensive Adult Student Assessment System (CASAS) test results, as documented in a school-site generated printout.

NOT APPLICABLE.

NOT APPLICABLE.

NOT APPLICABLE.

Fifty percent of PC Support, Networking, Programming, Digital Design and Web Design instructors will be trained in the use of the LearnKey website as evidenced by their LearnKey training logs, and documented in a school-site generated printout.

NOT APPLICABLE.

Registration in the online Citizenship courses will increase by 15% from September 2005 to May 2006 as evidenced by The Learning Center (TLC) registration logs, as documented in a school-site generated printout.

NOT APPLICABLE.

NOT APPLICABLE.

NOT APPLICABLE.

From the results of the 2005 Self-Assessment Survey, on a scale of 5, Strategic Planning scored 4.1, and Business Results achieved 4.2. These were the two lowest averages among the parameters measured in the survey. Therefore, these are the two main areas where The English Center has chosen to concentrate its improvement efforts this year.

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.

The English Center

VISION

The English Center is a top-notch adult education center that will continuously strive to provide access to challenging literacy, vocational, and community education while building learning communities designed to maximize student success.

MISSION

“To develop students’ academic, vocational, social, technological, physical and emotional potential in a wholesome, self-paced, supportive environment. This endeavor encourages them to become lifelong learners and contributing ethical citizens in a multicultural and changing world”.

CORE VALUES

* Character education,

* Moral values,

* Community service,

* Professional accountability,

* Planet awareness,

* A Golden Principle:

"Do to others as you would like others to do to you"

* A Silver Principle:

"Do not do to others as you would not like others to do to you"

School Demographics

The English Center resides on nine small buildings located at 3501 SW 28 St Miami, FL 33133, a very convenient geographical location at the heart of Miami, very close to Coconut Grove, Coral Gables, Hialeah, West Miami, Westchester, Sweetwater, South Miami, Key Biscayne, Kendall, and downtown Miami, just minutes away from the Metrorail station, US-1, I-95, and the 826 and 836 expressways.

Its faculty and staff is comprised of 52 employees with full-time positions and 196 working part-time, 92 male and 156 female, 30 white, 3 black, 213 hispanic, and 2 with other ethnicity, 4 administrators, 118 in instructional positions, 75 clerical, 7 custodians and 44 in other jobs.

Fifty-four of these employees have been employed at the school for less than one year, 82 from 1 to 3 years, 79 from 4 to 10 years, and 33 have worked at the site for more than 10 years.

Forty-seven of these employees have been employed by Miami-Dade County Public Schools (M-DCPS) for less than one year, 69 from 1 to 3 years, 80 from 4 to 10 years, and 82 have worked with the school system for more than 10 years.

School Foundation

Leadership:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient leadership style (4.4 on a scale of 5).

However, there are still challenges to overcome such as expanding stakeholders' participation in the decision process.

1g: "My organization asks me what I think", with a 4.2 survey result, was the item with the lowest score within this indicator.

District Strategic Planning Alignment:

More than 95% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient District Strategic Planning Alignment (4.1 on a scale of 5).

However, there are still problems to solve such as expanding stakeholders' awareness of all the elements involved in the school's operation. 2b: "I know the parts of my organization's plans that will affect me and my work", with a 4.1 survey result, was the item with the lowest score within this indicator.

Stakeholder Engagement:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient Stakeholder Engagement (4.4 on a scale of 5).

Anyhow, stakeholders' participation in the decision-making process is still an element to improve. 3e: "I am allowed to make decisions to solve problems for my customers", with a 4.3 survey result, was the item with the lowest score within this indicator.

Faculty & Staff:

More than 97% of the participants in the survey responded favorably when evaluating this indicator, which reflects a very cohesive faculty and staff that face the overall function of the school with a team approach (4.3 on a scale of 5).

However, stakeholders' motivation might be increased with additional recognition incentives. 5d: "I am recognized for my work", with a 4.2 survey result, was the item with the lowest score within this indicator.

Data/Information/Knowledge Management:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an appropriate design of information collection to support data-driven decisions(4.4 on a scale of 5).

However, information delivery should be increased to boost stakeholders' involvement. 4f: "I get the information I need to know about how my organization is doing", with a 4.2 survey result, was the item with the lowest score within this indicator.

Education Design:

More than 97% of the participants in the survey responded favorably when evaluating this indicator, which reflects efficiency and flexibility, the key for successful survival in today's educational arena (4.3 on a scale of 5).

However, stakeholders' involvement in the decision-making process should be stressed. 6d: "I have control over my work processes", with a 4.3 survey result, was the item with the lowest score within this indicator.

Performance Results:

More than 95% of the participants in the survey responded favorably when evaluating this indicator, which reflects a very efficient school performance (4.2 on a scale of 5).

Anyhow, keeping stakeholders abreast of the school's financial means should be a priority. 7c: "I know how well my organization is doing financially", with a 3.3 survey result, was the item with the lowest score within this indicator.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

VPI lab students will improve their reading scores.

Needs Assessment

Results from the 2004-2005 School Improvement Plan (SIP) indicate that 25% of all students did not read self-selected texts twice a week for fifteen consecutive minutes.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Thirty-five percent of students enrolled in the Vocational Preparatory Instruction (VPI) lab will improve their reading scores by at least one grade equivalency level as evidenced by their pre- and post- Test for Adult Basic Education (TABE) results, as documented in a school-site generated printout.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create library card to allow students to check out books that would be used as part of their reading home learning assignment.	Media Specialist. Assistant Principal.	10/17/2005	6/15/2006
Schedule Reading seminars and workshops to promote reading activities.	Media Specialist. Assistant Principal.	10/17/2005	6/15/2006
Publish monthly electronic newsletter featuring reading materials and activities.	Media Specialist. Assistant Principal.	10/17/2005	6/15/2006
Help students and staff obtain Miami-Dade County Public Library cards.	VPI Lab Instructors. Assistant Principal.	10/17/2005	6/15/2006
Maintain reading logs indicating reading time, number of pages read, and comments about the material read.	VPI Lab Instructors. Assistant Principal.	10/17/2005	6/15/2006
Recruit students for Reading online courses.	TLC Online Chairperson. Assistant Principal.	10/17/2005	6/15/2006
Place students in small groups to share their reading	VPI Lab Instructors. Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006

Research-Based Programs

CRISS strategies, America Reads, Plato, Lexia, PACE, Moll's Funds of Knowledge, and Hooked on Phonics.

Professional Development

The following workshops and inservices will be scheduled throughout the 2005-2006 school year:

1. CRISS workshop
2. Instructional Strategies for Reading Fluency
3. Instructional Strategies for Reading Comprehension
4. Eight Ways of Knowing: Creating Multiple Intelligence Activities
5. Strategies in Phonics and Phonological Awareness

Evaluation

Pre and post TABE results.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students enrolled in Mathematics in Adult Basic Education (ABE) courses will improve their mathematics scores.

Needs Assessment

Analysis of 2003-2004 data indicate that 63.89% of students registered in ABE Mathematics courses did not increase their mathematics scores.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Thirty-five percent of students enrolled in Mathematics in Adult Basic Education (ABE) courses will improve their mathematics scores by at least one grade equivalency level as evidenced by their pre- and post- TABE results, as documented in a school-site generated printout.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct end-of-trimester meetings to revise training on handheld calculator use and strategies use	ABE Department Chair. Assistant Principal.	10/17/2005	6/15/2006
Stress focus on identified elements of School-to-Work Mathematics concepts in ABE curriculum	ABE Instructors. Assistant Principal.	10/17/2005	6/15/2006
Conduct staff training on best strategies on handheld calculator use	ABE Instructors. Assistant Principal.	10/17/2005	6/15/2006
Stress use of real-life situations in Mathematics explanations and examples in ABE courses	ABE Instructors. Assistant Principal.	10/17/2005	6/15/2006
Get e-mail feedback from teachers and paraprofessionals about students' progress and difficulties on handheld calculator use	ABE Instructors. ABE Paraprofessionals. Assistant Principal.	10/17/2005	6/15/2006

Research-Based Programs

CRISS strategies, PACE, AND Skillstutors.

Professional Development

The following workshops and inservices will be scheduled throughout the 2005-2006 school year:

1. CRISS workshop
2. Instructional Strategies for Real-Life Mathematics
3. Instructional Strategies for Teaching Mathematics to Adults
4. Eight Ways of Knowing: Creating Multiple Intelligence Activities
5. Instructional Strategies for the manual calculator

Evaluation

Pre and post TABE results.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students enrolled in ESOL 2 will be promoted to the next ESOL level based upon their writing skills.

Needs Assessment

Results from the 2004-2005 SIP indicate that 23% of ESOL students did not improve their writing skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Thirty-five percent of students enrolled in English for Speakers of Other Languages (ESOL) 2 will be promoted to the next ESOL level as evidenced by their pre- and post- Comprehensive Adult Student Assessment System (CASAS) test results, as documented in a school-site generated printout.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Include most interesting journal entries in the monthly electronic newsletter.	Media Specialist. Assistant Principal.	10/17/2005	6/15/2006
Include most interesting journal entries in The English Center Talk (TEC Talk).	TEC Talk Editor. ESOL 2 Instructors. Assistant Principal.	10/17/2005	6/15/2006
Recruit students for Writing online courses within The English Center and the community.	ESOL Department Chair. Assistant Principal.	10/17/2005	6/15/2006
Schedule Writing seminars and workshops throughout the school year.	ESOL Department Chair. Assistant Principal.	10/17/2005	6/15/2006
Write a reaction to reading selections.	ESOL 2 Instructors. Assistant Principal.	10/17/2005	6/15/2006
Keep a log of student's reactions.	ESOL 2 Instructors. Assistant Principal.	10/17/2005	6/15/2006
Invite readers to share their reactions with their classmates.	ESOL 2 Instructors. Assistant Principal.	10/17/2005	6/15/2006
Interact and comment with expanding ideas on students' journal entries.	ESOL 2 Instructors. Assistant Principal.	10/17/2005	6/15/2006

Research-Based Programs

PLATO, CRISS Strategies, Accelerated Writer/Grammar and Spelling, SuccessMaker, SkillsTutor, and GED 2001.

Professional Development

The following workshops and inservices will be scheduled throughout the 2005-2006 school year:

1. Writing Across the Curriculum: Step Up to Writing
2. Writing with Symbols: Features and Applications
3. Facilitating Student Learning: Writing
4. Using Journal Writing in the classroom
5. Kagan's Cooperative Learning: Writing

Evaluation

Pre- and post- CASAS test results.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
NOT APPLICABLE.	NOT APPLICABLE.		

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

PC Support, Networking, Programming, Digital Design and Web Design instructors will be trained in the use of the LearnKey website.

Needs Assessment

Analysis of 2003-2004 data showed that 28.9% of students registered in PC Support, Networking, Programming, Digital Design and Web Design courses, did not complete their assigned technical portfolios due to lack of training of instructors.

Measurable Objective

Fifty percent of PC Support, Networking, Programming, Digital Design and Web Design instructors will be trained in the use of the LearnKey website as evidenced by their LearnKey training logs, and documented in a school-site generated printout.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Model expected outcome by using the LearnKey website with students.	Business Technology Education Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006
Stress the importance of starting to use the LearnKey website tools as a student tool looking forward to next year's SIP.	Business Technology Education Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006
Schedule professional development workshops at the beginning of each term to familiarize Business Technology Education (BTE) teachers with the LearnKey website.	Business Technology Education Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006
Enforce the inclusion of a LearnKey website activity in teachers' lesson plans.	Business Technology Education Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006
Check on teachers' lesson plans with LearnKey website activities included on a weekly basis.	Business Technology Education Department Chairperson. Assistant Principal.	10/17/2005	6/15/2006

Research-Based Programs

LearnKey and Certiport.

Professional Development

1. LearnKey training.
2. Certiport training.
3. Florida Technology Conference for Education.
4. Virtual University Enterprises (VUE) information workshop.
5. Prometrics information workshop.

Evaluation

LearnKey training logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Registration in the online Citizenship courses will increase.

Needs Assessment

Data in Your Hands reports show a 236% growth in Citizenship students registered since the 2002-3 term as defined by the membership hours indicator. Classroom availability is, however, an issue. Online class offerings seem a logical solution.

Measurable Objective

Registration in the online Citizenship courses will increase by 15% from September 2005 to May 2006 as evidenced by The Learning Center (TLC) registration logs, as documented in a school-site generated printout.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use activities designed for the Citizenship online course as Reading, Language, and Conversation exercises in regular ESOL and ABE-GED classes.	ESOL Instructors. ABE-GED instructors. Assistant Principal.	10/17/2005	6/15/2006
Motivate Citizenship students to register in online Citizenship courses through in-house and media advertising campaigns.	Citizenship Instructors. Assistant Principal.	10/17/2005	6/15/2006
Motivate ESOL students to register in online Citizenship courses through in-house and media campaigns.	ESOL Instructors. Assistant Principal.	10/17/2005	6/15/2006
Motivate ABE-GED students to register in Citizenship online courses through in-house and media campaigns.	ABE-GED Instructors. Assistant Principal.	10/17/2005	6/15/2006

Research-Based Programs

LearnKey, and Certiport.

Professional Development

1. In-service on new procedures for Citizenship exam.
2. Workshop on new curriculum to come into effect January 2006 for Citizenship exam.
3. Training of Citizenship instructors on best strategies to conduct online Citizenship classes.
4. Workshop on technical problems behind online classes.

Evaluation

TLC registration logs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 11 STATEMENT:

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

Action Steps

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Committee (EESAC) received a general overview of the school budget for the 2005-2006 school year, and was provided an opportunity to make recommendations based on what was provided to them.

Training:

The EESAC stressed the importance of staff training to be able to incorporate technology into the classroom in an efficient and productive manner.

Instructional Materials:

The EESAC emphasized the importance of selecting instructional materials that focus on the improvement of listening, reading, and writing skills.

Technology:

The EESAC suggested continuing with the portfolio program for vocational students.

Staffing:

The EESAC supported the recruitment of new staff members to replenish the substitute bank.

Student Support Services:

The EESAC insisted on the importance of pre- and post-testing to make promotion possible, and on continuing to look at teachers' checklists to guarantee completion of curriculum standards.

Other Matters of Resource Allocation:

The EESAC defined the following priorities for resource allocation:

- * software and computer upgrades to keep up with technology
- * additional textbook class sets

Benchmarking:

The EESAC recommended that Workforce Development / School-to-Career issues be covered in both the English for Speakers of Other Languages (ESOL) and vocational classes.

School Safety & Discipline:

The EESAC stressed the importance of safety and discipline to guarantee the daily operations of the school.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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