
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 8171 - School for Applied Technology

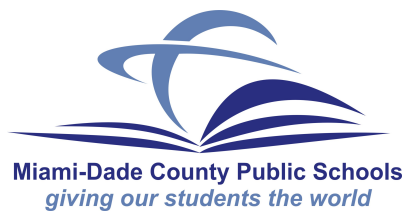
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Annette De Goti

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

School for Applied Technology

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami-Dade County Public Schools and the School for Applied Technology will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Instructional reading materials with demonstrated success as well as supplemental materials and literacy intervention across grade levels, will be employed at the school. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students with a variety of assessments including weekly, quarterly and yearly assessments.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by forty-four percent of students scoring at FCAT Achievement Level 3 or above on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, fifty percent of grade nine and ten students scoring in the lowest 25% on the 2005 FCAT will make learning gains on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, the students in grades nine and ten will improve reading skills as evidenced by 44% of these students scoring at FCAT Achievement Level 3 or above on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades nine and ten will increase their mathematics skills as evidenced by fifty percent scoring at state mastery on the March 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by demonstrating a 1% increase in number of students meeting state mastery on the 2006 FCAT Writing test.

Given instruction using Sunshine State Standards, student performance on the 2006 FCAT Science test will improve from a mean scale score of 269 to meet or exceed the District's mean scale score on the 2006 FCAT Science test.

Fifty percent of the students at the School for Applied Technology will have a parent or guardian attend two or more of the Parent Information Sessions hosted by the school.

Following the School Board Code of Conduct Rule (6Gx13-5D-1.08) the number of students suspended due to violations of this rule will decrease by 5% as documented in the Student Case Management reports for both indoor and outdoor suspensions.

All teachers at the School for Applied Technology will utilize the Excelsior Electronic Grade Book for the 2005-2006 school year.

Fifty percent or greater of School for Applied Technology students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

The number of students enrolling in school-based electives and electives at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2004-2005 school year.

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 15th percentile in 2003 to the 16th percentile on the next publication of the index.

As a Stellar School, the School for Applied Technology recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities in classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team from Region Center IV will be at the core of the professional development effort, monitoring and supporting the direct services to the School for Applied Technology.

The Leadership Team, after analyzing the data from the Organizational Performance Improvement Snapshot Assessment Survey, has identified the areas of process management and business results as the schools priority for the 2005-2006 school year. In an effort to further enhance the delivery of instruction and to empower teachers in the area of process management; teachers will be given feedback on a weekly basis, by the administration, on the effectiveness of their instruction. This will subsequently assist teachers in their knowledge of business results by eliminating obstacles in their delivery of instruction and allow them to maximize the academic progress of their students.

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.

School for Applied Technology

VISION

The School for Applied Technology will provide educational excellence for all students.

MISSION

The School for Applied Technology is committed to improving student interpersonal and academic skills by providing a safe and nurturing educational environment.

CORE VALUES

For any institution to be successful, all stakeholders must subscribe to clearly expressed values. The School for Applied Technology emphasizes academic progress, sound work ethics, cultivation of self-esteem, civic responsibility, developing parental and community involvement, respect for all cultures, and job preparedness.

School Demographics

The School for Applied Technology is a small school in Miami-Dade County that serves at-risk students and provides them with a nurturing environment in which they can achieve their academic and personal goals. The focus is to stop negative trends and self-defeating behaviors that many at-risk students have acquired and which can result in poor academic performance, attitude, and behavior. Using the Miami-Dade County Public Schools' Assistance Profile, students from Regions III, IV, and V are recruited to attend the school, which serves between one hundred forty and one hundred fifty students in grades nine to twelve. Because it is an alternative school of choice, and not a neighborhood school, the students come from a very broad geographic area and a wide range of backgrounds. The current enrollment is 51% male, 49% female and the ethnic breakdown is 46% Hispanic, 46% Black, and 8% White. A high percentage of students comes from dysfunctional families at the lower end of the socio-economic scale; 71% of the students are eligible for free or reduced lunch. Many of the parents of students at the School for Applied Technology are employed in low-level jobs that only provide the basic needs for family. Therefore, the school attempts to provide assistance or referrals in the areas of job skills development, language instruction, mental health support, and immigration issues. The reciprocal nature of the school/family partnership is an integral part of the school profile. The school asks for parental support with all attendance and academic issues, and attempts to provide social service information and support when needed. The school staff demographics are as follow: 52% Black, 34% White, and 14% Hispanic; and 70% of the professional staff has a master's degree or above.

School Foundation

Leadership:

According to the Organizational Performance Snapshot Assessment Survey, the two weakest areas in the area of leadership are 1c. and 1g.: "My supervisor creates a work environment that helps me do my job" and "My organization asks me what I think." These will be a priority at the school. All staff members will be involved in the decision-making process through faculty meetings, surveys, and common planning time.

District Strategic Planning Alignment:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in strategic planning is 2a.: "As it plans for the future, my organization asks for my ideas." The leadership team at the School for Applied Technology will review the School Improvement Plan. The team will subsequently meet with each department to discuss the responsibilities of each teacher in relation to the School Improvement Plan goals. Teachers will provide input and ideas about the effective implementation of the School Improvement Plan.

Stakeholder Engagement:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Customer and Market Focus is 3e.: "I was allowed to make decisions to solve problems for my customers." The leadership team at the School for Applied Technology will meet with the EESAC to address any needs or concerns relative to any of the stakeholder groups.

Faculty & Staff:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in the Human Resources Focus is 5b.: "The people I work with cooperate and work as a team." The leadership team at the School for Applied Technology designed the Master Schedule to incorporate one hour per day of common planning time for all staff members. This facilitates a team approach to the implementation of the School Improvement Plan.

Data/Information/Knowledge Management:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Process Management is 6b.: "I collect information (data) about the quality of my work." The Principal will review pertinent test data throughout the school year and monitor the effectiveness of the instructional program. This will serve as a guide for all staff to modify the delivery of instruction as necessary. The Principal will also share with staff members test data so they will be informed of their students' progress as well as the progress of the school as a whole.

Education Design:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Business Results is 7e.: "My organization removes things that get in the way of progress." During the 2004-2005 school year a total of 13 FCAT tutoring sessions were offered on Saturdays for all ninth and tenth grade students, and for eleventh and twelfth graders who needed to pass or prepare for the FCAT. In September and February the Saturday sessions were

expanded and offered on a weekly basis. Teachers were also available before and after school for FCAT and SAT tutoring. This program will remain in place for the 2005-2006 school year and will increase to fourteen 4-hour tutoring sessions; incentives for participation will be included. In addition, this year all students in grades nine and ten are assigned an annual FCAT Mathematics and FCAT Reading class. All eleventh and twelfth grade students who have not passed the FCAT are required to take an annual FCAT preparation class in their area(s) of need.

Performance Results:

According to the Organizational Performance Snapshot Assessment Survey, the strongest area was in Measurement, Analysis, and Knowledge Management. Teachers felt they knew how to measure and analyze the quality of their work to see if changes were needed. The weakest area was in Human Resource Focus. The teachers felt that the people they work with need to cooperate and work as a team.

The School for Applied Technology will focus on reducing the suspension rate by 10% during the 2005-2006 school year. The School for Applied Technology will also focus on improving the graduation rate by 1 percentage point from 48% to 49% during the 2005-2006 school year.

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 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"/>

GOAL 1 STATEMENT:

All School for Applied Technology students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Reading.

Needs Assessment

An analysis of the Spring 2005 FCAT Sunshine State Standards Reading results shows that the ninth grade students earned the same number of points on average as the District in the areas of words/phrases and comparison. All students, including Economically Disadvantaged students, need additional instruction in determining the main idea/purpose. They also need more practice in conducting research and/or using reference materials. On the other hand, the tenth grade students scored at or above both the District and the State. It was noted also that all subgroups would benefit from receiving additional instruction in completing the performance tasks. Additional focus will be placed on raising the performance level of the population's lowest 25% students. This will be done by providing additional reading materials and tracking their performance on state mandated tests such as ORF, DAR and San Diego.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by forty-four percent of students scoring at FCAT Achievement Level 3 or above on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, fifty percent of grade nine and ten students scoring in the lowest 25% on the 2005 FCAT will make learning gains on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, the students in grades nine and ten will improve reading skills as evidenced by 44% of these students scoring at FCAT Achievement Level 3 or above on the 2006 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer-assisted instruction such as Reading Plus to monitor the reading achievement of all students.	Principal	8/8/2005	5/24/2006
Provide fourteen 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Principal	8/8/2005	5/24/2006
Schedule monthly literacy-focused assemblies for all students which will include guest speakers from a panel of educational partners, parents and community leaders.	Principal	8/8/2005	5/24/2006
Schedule a series of FCAT/Academic "Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Principal, Lead Teacher, Counselor	8/8/2005	10/17/2005
Require all teachers to follow the District Literacy Plan and the Just Read! Initiative, and to require students to read daily for 30 minutes during school hours and 30 minutes at home.	Principal and Language Arts Department	8/8/2005	5/24/2006
Include literary supplements in weekly lesson plans to reinforce reading across the curriculum.	Principal, Reading Coach	8/8/2005	5/24/2006
Offer student incentives to encourage school attendance and participation in Saturday FCAT Academies, complete required reading lists, and show considerable improvement on FCAT performance.	Principal	8/8/2005	5/24/2006

Use 2005 FCAT performance data and PSAT results to increase enrollment in honors-level Language Arts classes.	Principal	3/6/2006	5/24/2006
Develop an Academic Intervention Plan with parent, teacher, and student input for all grade nine and ten FCAT Reading Level 1 and 2 students and all grade eleven and twelve students who have yet to pass FCAT Reading. Schedule these students in an Intensive Reading Class which focuses on FCAT preparation.	Principal	8/8/2005	5/24/2006
Analyze Oral Reading Fluency test data and use them to monitor reading progress.	Principal, Reading Coach	9/12/2005	9/26/2005
Administer the Oral Reading Fluency Probe Test, and then provide all students with individualized learning strategies through the use of Differentiated Classroom Instruction. Utilize the 8 Step Continuous Improvement Model to improve student performance in Reading.	Principal and Reading Coach	8/8/2005	5/24/2006
Implement Atomic Learning as an educational tool for academic progress and performance.	Principal and Reading Teachers	10/11/2005	05/24/2006
Use 2005 FCAT performance data to develop a school-wide reading instructional focus calendar, while implementing the 8-Step Continuous Improvement Model, and weekly CRISS strategies. All teachers will incorporate the benchmarks and strategies into their daily lessons.	Principal, Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

- McDougal Littell, The Language of Literature
- Reading Plus

Professional Development

Oral Reading Fluency Test training, Diagnostic Assessment of Reading (DAR) Training, Reading Boot Camp, Ongoing Reading Plus Training and Support, Professional Learning Communities, Writers' Inc., Edusoft Data analysis training, Electronic Grade Book Training, 8-Step Continuous Improvement Model review, CRISS trainings (both refresher and initial), District workshop—"Best Practices" in Reading, District workshop—"Reading Strategies Across the Curriculum", district workshop—"Reading Works", Differentiated Instruction Region-Center workshop.

Evaluation

District Assessments and the results from the 2006 FCAT Reading test.

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.)

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"/>

GOAL 2 STATEMENT:

All students at the School for Applied Technology will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the State Standards in the area of mathematics.

Needs Assessment

An analysis of the data shows that fifty-one percent of ninth and tenth grade students achieved at or above grade level in mathematics. This indicates that forty-nine percent of the ninth and tenth grade students have not met high standards. The data shows that ninth grade students earned more points on average as the District in the area of algebraic thinking and the same as the District in the areas of measurement and data analysis. However, these students need instruction in the areas of number sense and geometry. Even though sixty-five percent of all tenth grade students tested passed the March 2005 FCAT test, all students need additional instruction in responding to performance task items. All subgroups as defined by the Federal No Child Left Behind Act (NCLB) met proficiency in Mathematics at the School for Applied Technology.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will increase their mathematics skills as evidenced by fifty percent scoring at state mastery on the March 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize computer-assisted instruction to increase student mathematics achievement in all areas.	Principal, Mathematics Teachers	8/8/05	5/24/06
Provide 2005 student performance data in FCAT Mathematics to all instructional and counseling personnel.	Principal, Counselor, Lead Teacher	8/8/05	5/24/06
Develop a school-wide focus calendar specifying the time-line for covering benchmarks in Mathematics with appropriate CRISS strategies. All teachers will incorporate the benchmarks into their daily lessons.	Principal, Mathematics Teachers, Lead Teacher	8/8/05	5/24/06
Offer fourteen 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Principal, Lead Teacher, Mathematics Teachers	8/8/05	3/1/06
Schedule a series of FCAT/Academic "Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Principal, Lead Teacher, Counselor	8/8/05	5/24/06
Use mathematics diagnostic assessments to determine instructional effectiveness, remediate, monitor progress of mathematics deficiencies, and identify benchmarks requiring additional instruction.	Principal, Mathematics Teachers	8/8/05	5/24/06
Monitor implementation through lesson plans, curriculum maps, benchmarks assessments, and district-approved assessments.	Principal, Lead Teacher, Mathematics Department Chairperson, Mathematics Teachers	8/8/05	5/24/06
Integrate the Differentiated Classroom Instruction model as well as the 8-Step Continuous Improvement Model in all mathematics classrooms.	Principal Mathematics Teachers	8/8/05	5/24/06
Provide all ninth and tenth grade students with instruction in PSAT/SAT Mathematics and test-taking strategies.	Principal, Mathematics Teachers	8/8/05	5/24/06

Provide all mathematics teachers with professional development activities that include successful research-based mathematical instructional strategies.	Principal, Mathematics Teachers	8/8/05	5/24/06
Provide differentiated instruction within mathematics classes focusing on specific student needs.	Principal, Mathematics Teachers	8/8/05	5/24/06
Increase enrollment in Honors Level Mathematics classes.	Principal, Counselor, Mathematics Teachers	8/8/05	5/24/06
Schedule all students in grades eleven and twelve retaking the FCAT into a year-long intensive mathematics class focusing on FCAT benchmark preparation.	Principal, Mathematics Teachers	8/8/05	5/24/06
Develop an Academic Intervention Plan developed with parent, teacher, and student input for all ninth and tenth grade students scoring at Level I and those eleventh and twelfth grade students who have not passed FCAT Mathematics.	Principal, Counselor, Mathematics Teachers	8/8/05	5/24/06
Provide students who participate in the FCAT Academy classes with an academic grade in their core classes. Offer other incentives for attendance in school, FCAT Academies and Improvement on FCAT Performance.	Principal, Mathematics Teachers	8/8/05	3/1/06
Provide students with academic grades for their quarterly mathematics assessments.	Principal, Mathematics Teacher	8/8/05	5/24/06

Research-Based Programs

Prentice-Hall State Adopted Textbooks (Pre-Algebra, Algebra 1, Algebra 2, and Pre-Calculus); McDougal-Little State Adopted Textbooks (Geometry and Geometry-Concepts and Skills)

Professional Development

District Workshops: “Best Practices in Mathematics”, “Balanced Assessment”, FCAT Test Item Development, Riverdeep, CRISS strategies (with a focus on mathematics); FCAT Explorer, EduSoft Data Analysis; Continuous Improvement Model review training; Differentiated Instruction Training.

Evaluation

District Mathematics Assessments and the results from the 2006 FCAT Mathematics test.

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.)

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"/>

GOAL 3 STATEMENT:

All School for Applied Technology students will improve their writing skills.

Needs Assessment

According to the analysis of the 2005 FCAT Writing test results, eighty-six percent of the tenth grade students scored at level 3.5 or greater. However, the results also show that 35% of the tested students need more practice in expository writing. The tenth grade students will receive continued instruction in writing skills with the objective of moving all writing scores to above a 4.0.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by demonstrating a 1% increase in number of students meeting state mastery on the 2006 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Issue an academic grade in all core subject areas for participation in the FCAT Saturday Academies.	Principal	8/8/2005	5/24/2006
Devise a school-wide writing instructional focus calendar which includes weekly targeted writing skills.	Principal, Reading Coach	8/8/2005	5/24/2006
Develop a school-wide focus calendar specifying the time-line for writing activities. All teachers will incorporate FCAT-style prompts into class activities.	Principal, Reading Coach	8/8/2005	5/24/2006
Use FCAT Writing test data to increase enrollment in Honors Level Language Arts classes.	Principal, Test Chairperson	8/8/2005	5/24/2006
Schedule fourteen 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation assistance, including FCAT Writing and scoring processes.	Principal	8/8/2005	5/24/2006
Provide 2005 student test data in the FCAT Writing test to all instructional and counseling personnel.	Principal, Test Chairperson	9/5/2005	9/12/2005
Continue to implement the 8-step Continuous Improvement Model to improve student performance in writing.	Principal, Lead Teacher	8/8/2005	5/24/2006

Research-Based Programs

Resources:

-Readers' Handbook

-McDougall Littell Writers' Inc.

Professional Development

Professional Development: CRISS refresher trainings; District/Region Center Language Arts support staff workshops—“Writing FCAT-style Prompts,” “Scoring Essays.”

Evaluation

Student results from the 2006 FCAT Writing test and the 2006 AYP report.

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 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"/>

GOAL 4 STATEMENT:

To make annual learning gains and improve the science skills of the students.

Needs Assessment

An analysis of the 2005 FCAT Science test results indicate that the area in which the students showed the greatest weakness was Physical and Chemical Science. Therefore, the ninth and tenth grade Science courses will focus on those areas for the 2005-2006 school year. The 2005 test data also revealed an 11 point increase in the mean scale score in comparison to the District's mean scale score.

Measurable Objective

Given instruction using Sunshine State Standards, student performance on the 2006 FCAT Science test will improve from a mean scale score of 269 to meet or exceed the District's mean scale score on the 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate weekly instruction in FCAT Science benchmarks in all subject areas as indicated by the Curriculum Calendar.	Principal, Lead Teacher, Science Teacher	8/8/05	5/24/06
Develop a school-wide focus calendar specifying the time-line for covering benchmarks in Science. All teachers, whenever possible, will incorporate the benchmarks into their daily lessons.	Principal, Lead Teacher, Science Teacher	8/8/05	8/24/05
Develop curriculum maps for science classes in all grades.	Principal, Science Teacher	8/8/05	10/31/05
Use quarterly science diagnostic assessments to determine instructional effectiveness, remediate, monitor progress of science deficiencies, and identify benchmarks requiring additional instruction.	Principal Science Teacher	8/8/05	5/24/06
Schedule all grade nine and ten students into either Earth Space Science or Biology classes.	Principal, Counselor	8/8/05	5/24/06
Provide differentiated instruction within science classes focusing on specific student needs.	Principal, Science Teacher	8/8/05	5/24/06
Arrange for appropriate field experiences, including service-learning projects, in support of curricular objectives.	Principal, Science Teacher, Activities Director, Principal	8/8/05	5/24/06
Schedule the re-teaching of science skills for students needing additional assistance based on teacher observation and benchmark performance results.	Principal, Science Teacher	8/8/05	5/24/06
Assign academic grades to students that reflect their performance on quarterly science assessments.	Principal, Science Teacher	8/8/05	5/24/06
Assign a grade in core classes to students who participate in the FCAT Academy classes.	Principal, Science Teacher	8/8/05	5/24/06
Continue implementation of the 8-step Continuous Improvement Model to increase student performance in Science.	Principal, Science Teacher, Lead Teacher	8/8/05	5/24/06

Increase the use of hands-on laboratory activities using inquiry-based thinking skills for all science classes.	Principal, Science Teacher	8/8/05	5/24/06
Utilize computer-assisted instruction to monitor student achievement in science for all students.	Principal, Science Teacher	8/8/05	5/24/06
Initiate a Science National Honor Society club which promotes advanced academics.	Principal, Science teacher	9/30/2005	05/24/06
Initiate a NASA-SEMMA program that engages students in hands on research and advanced studies in science.	Principal, Science Teacher	12/6/2005	5/26/2006
Integrate Physical and Chemical Science content into the Earth Space Science and Biology courses in direct response to performance data on the 2004 Science FCAT test.	Principal Science Teacher	8/8/05	5/24/06
Increase enrollment in Honors Science classes.	Principal, Science Teacher, Counselor	8/8/05	5/24/06
Schedule fourteen 4-hour FCAT Saturday Academies will be held throughout the school year to provide additional FCAT preparation	Principal, Lead Teacher	8/8/05	5/24/06
Implement 8 Step Continuous Improvement Model while offering student incentives to encourage school attendance, attendance at the FCAT Academies, and increased FCAT performance.	Principal, Lead Teacher, Science Teacher	8/8/05	3/1/06
Schedule students to take the on-line 2005 FCAT Science sample test	Principal, Science Teacher	10/4/2005	2/1/2006
Monitor plan implementation through the examination of lesson plans, benchmark assessments, and the District approved assessments.	Principal, Lead Teacher, Science Teacher	8/8/05	5/24/06
Make the 2005 student performance data in the FCAT Science test available to all instructional and counseling personnel.	Principal, Lead Teacher, Test Chairperson, Counselor	8/8/05	5/24/06

Research-Based Programs

It's About Time, Earth Science, Physics, Chemistry for the 21st Century, BSCS Biology, Active Chemistry, Active Physics and Riverdeep's Logal Science Program.

Professional Development

Edusoft data analysis training, Continuous Improvement Training, Riverdeep training, CRISS initial and refresher training, and Department of Mathematics and Science Education FCAT Strategy Workshop.

Evaluation

Student results from the 2005 FCAT Science test and Interim District testing instruments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

To be knowledgeable of the academic, social, and emotional progress of their children and to be active, cooperative, and participating members of their children's educational team.

Needs Assessment

Currently, while there is tremendous parental support for our school and our program, it is on an informal basis. For example, the parents of all students absent on a given day are contacted and any pertinent information about the student or about the family situation is recorded. When parents arrive at the school to pick up a student early, the office staff also discusses the reasons and notes any relevant information in the student's file. As students register to attend our school, the staff also notates any relevant details about the student's background or the home situation. However all of this has been on an informal basis. This school year we will attempt to formalize the parental contacts, ensure that we make contact with as many parents as possible, and document the interactions with parents.

In addition, the school has a need to provide written communication to parents in the native language of the child. Currently, a few documents, such as those that pertain to the schedule of the State Test, are available in three languages from the District. All local memos and informational notices, however, should be translated into two other languages as well. The school does not have the resources currently available to do this and has requested support from the District in this area since it is a clearly defined need of this school.

Measurable Objective

Fifty percent of the students at the School for Applied Technology will have a parent or guardian attend two or more of the Parent Information Sessions hosted by the school.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host at least four Parent Information Sessions, which will provide information about such topics as school and district resources, state testing, graduation requirements, college entrance information, and scholarship opportunities.	Principal, Career Specialist	8/8/2005	5/24/2006
Pursue parents' support in the form of chaperoning student activities outside of the school.	Principal, Activities Director	9/5/2005	5/24/2006
Solicit parents to participate as presenters at the school's Annual Career Fair.	Principal, Career Specialist	9/5/2005	5/24/2006
Require all parents to attend an initial orientation meeting before a student is entered into the school.	Principal, Activities Director	9/5/2005	5/24/2006
Require parents to review the Parent/ Student Handbook with their child.	Principal, Guidance Counselor	9/5/2005	5/24/2006
Require all parents to attend a conference with the Teacher, Counselor and/or Principal related to poor attendance, or inappropriate behavior. Based on the outcome of the conference, parents and students may be referred to community-based agencies.	Principal, Career Specialist, Guidance Counselor	9/5/2005	5/24/2006
Require parents to discuss and sign the Academic Intervention Plan (if necessary) for their child.	Principal, Guidance Counselor	9/5/2005	5/24/2006

Research-Based Programs

National PTA Standards for Parent and Family Involvement

Professional Development

Not Applicable

Evaluation

Attendance Logs will show parental attendance.

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.)

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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"/>

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

GOAL 6 STATEMENT:

Ensure a safe and conducive environment for learning.

Needs Assessment

As a student progresses through the public schools, it is reasonable to assume that an increase in age and maturity implies a greater responsibility for their actions. To help provide and maintain a conducive and safe environment, the School for Applied Technology describes that positive environment, and the conduct which is disruptive of such an environment, strives to standardize those procedures which the school will use in responding to conduct problems. The school also assures the rights of students when disciplinary action is taken and specifies the rights and responsibilities of students. In addition, the school will lower the suspension rate by 5% in comparison to the 2004-2005 school year.

Measurable Objective

Following the School Board Code of Conduct Rule (6Gx13-5D-1.08) the number of students suspended due to violations of this rule will decrease by 5% as documented in the Student Case Management reports for both indoor and outdoor suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate all students, teachers, parents, and school administrators so they are fully aware of the grounds for disciplinary actions and the procedures to be followed for violation of the Student Code of Conduct.	Principal, All Teachers, Faculty and Staff	9/5/2005	5/24/2006
Distribute relevant and objective information regarding comprehensive student services program available to all students.	Principal, All Teachers, Faculty, and Staff	9/5/2005	5/24/2006
Enforce compulsory school attendance laws.	Principal, All Teachers, Faculty, and Staff	9/5/2005	5/24/2006
Ensure that students are prepared and responsible for self-expression in a democratic society and allow all students to express their opinions, take stands, and to support causes publicly or privately.	Principal, All Teachers, Faculty, and Staff	9/5/2005	5/24/2006
Provide an opportunity for students to participate in student government and in those decisions that affect the learning climate of the school.	Principal, Students, Teachers, Administration	8/4/2005	5/23/2006
Provide students with mechanisms for the expression and resolution of formal complaints.	Principal, All Teachers	8/4/2005	5/23/2006
Hold students accountable for their actions regarding respect for other persons and their property. The school must provide a climate which fosters respect for persons and their property.	Principal, All Teachers, Faculty	9/5/2005	5/24/2006
Update and maintain student records, which will be used to develop the best possible educational program.	Principal, All Teachers, Faculty, and Staff	9/5/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

All disciplinary action taken by the school must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for action which is in the best interest of the student. The Student Code of Conduct serves as a guiding tool for students, administration, and parents when questionable acts are committed and /or when the safety and educational learning environment is jeopardized.

The Principal will strongly enforce this conduct ruling by placing disruptive students under suspension status and/or expulsion from the school, in order to assure a safe and educationally sound environment is provided to all students.

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.)

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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"/>

GOAL 7 STATEMENT:

Increase the use of technology in the classroom.

Needs Assessment

During the 2004-2005 school year, 21% of the teachers utilized an electronic grade book.

Measurable Objective

All teachers at the School for Applied Technology will utilize the Excelsior Electronic Grade Book for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide small group training and mentoring.	Principal, E-mentors	1/9/2006	5/24/06
Hold weekly debriefing and mentoring sessions.	Principal, E-mentors	1/9/2006	5/24/06
Utilize the grade book capabilities for interim progress reports, final grade reporting, and parental notification.	Principal, Lead Teacher, Counselor, All Teachers	1/9/2006	5/24/06
Create a timeline for implementation of the electronic grade book.	Principal, Lead Teacher, E-mentors	1/9/2006	5/24/06
Implement Atomic Learning as an educational tool for academic progress and performance.	Principal, All Teachers, E-Mentors	10/24/2005	05/23/06

Research-Based Programs

-Reading Plus

Professional Development

(1) Utilize in-house e-mentors to provide ongoing support and training. (2) Provide easy and regular access to the District on-line Gradebook Support System. (3) Create a list of problems and advantages of the electronic gradebook to create discussion points during common planning times.

Evaluation

Once the electronic gradebook is implemented and used by all teachers, all subsequent interim progress reports and final grades will be reported using the electronic grade book.

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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GOAL 8 STATEMENT:

Make gains in the area of the personal fitness level of those students enrolled in personal fitness.

Needs Assessment

Students at this school have not had the opportunity to be diagnosed by a researched-based instrument to determine if they are improving or reaching optimal fitness levels.

Measurable Objective

Fifty percent or greater of School for Applied Technology students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Purchase the FITNESSGRAM program.	Principal	10/3/05	5/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness activities during fitness class.	Principal, Counselor, Personal Fitness Teacher	8/8/05	5/24/06
Provide teachers with tools that will assist with selecting the appropriate activities related to the assessment component and monitor these activities.	Principal, Lead Teacher	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

- FITNESSGRAM software training, Continuous Improvement Model Training
- District-provided instruction for Physical Education teachers

Evaluation

The School for Applied Technology will administer the FITNESSGRAM fitness in a pre and post test format and compare the results and level of achievements.

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.)

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GOAL 9 STATEMENT:

Participation and exposure to a variety of Fine Arts electives will allow students to become well-rounded and productive citizens.

Needs Assessment

Many students are hampered in the number of electives they can take by their FCAT status. This action occurs following an unsuccessful attempt to complete mandated subject-area course requirements during their tenth grade year.

There is an additional need for students to include a variety of electives in their course selection because of their great need for more exposure to career electives.

Measurable Objective

The number of students enrolling in school-based electives and electives at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Require that all students make a plan for elective enrollment based on their career goals.	Principal, Counselor, Career Specialist	8/8/05	5/24/06
Increase student participation in career oriented contests such as art contests, and DCT competitions.	Principal, Career Specialist, Lead Teacher, Elective Teachers,	10/4/2005	5/23/2006
Encourage more students to acquire college ready diplomas if their interest is not in completing their studies at the traditional educational institution.	Principal, Lead Teacher, Counselor, Teachers	8/8/05	5/24/06
Increase efforts to encourage students to enroll in Virtual School for greater opportunities in the technological fields.	Principal, Career Specialist, Counselor	10/4/2005	5/23/2006
Schedule curriculum support field trips for Fine Arts elective courses.	Principal, Career Specialist, Lead Teacher, Elective Teachers	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

District developed career counseling and master schedule inservice classes which will increase elective offerings.

Evaluation

Student ISIS Records will show the number of elective classes taken by School for Technology students during the 2005-2006 school year.

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.)

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

GOAL 10 STATEMENT:

To increase the ranking of Return on Investment in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, the School for Applied Technology ranked at the 15th percentile on the State of Florida ROI index.

Measurable Objective

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 15th percentile in 2003 to the 16th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Include more community members on the EESAC.	Principal, Lead Teacher	8/8/05	5/24/06
Recruit more Dade Partners.	Principal, Lead Teacher, Career Specialist	8/8/05	5/24/06
Pursue additional funding through grants.	Principal, Lead Teacher, Any Teacher	8/8/05	5/24/06
Utilize resources made available by the Education Fund.	Principal, Lead Teacher, Counselor, All Teachers	8/8/05	5/24/06
Seek and utilize resources available from institutes of higher learning.	Principal, Lead Teacher, Career Specialist, Counselor	8/8/05	5/24/06
Collaborate with our Dade Partner and Communities In Schools to leverage more community resources into the school.	Principal, Lead Teacher, Career Specialist	8/8/05	5/24/06
Pursue additional funding through the Miami-Dade County Public Schools available to schools designated as "Stellar Schools."	Principal, Lead Teacher	8/8/05	5/24/06
Examine the school budget so better and more strategic budget decisions can be made.	Principal, Lead Teacher, EESAC	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

The staff will receive presentations and training from school, district, and community trainers in the areas of Communities in Schools programs, grant writing skills, grant opportunities, parental involvement, and other training opportunities

Evaluation

By comparing the results of the 2003 and the 2004 State of Florida ROI index publications, the School for Applied Technology will show progress toward reaching the 16th percentile.

EESAC Compliance

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

Budget:

The EESAC Budget for the 2005-2006 school year will be reviewed and approved by consensus of the ESSAC Committee members at the monthly meetings.

Training:

All ESSAC members will be provided an overview of ESSAC procedures and will be afforded opportunities to attend district level trainings.

Instructional Materials:

ESSAC Committee members will be given opportunities to review instructional materials that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate materials.

Technology:

The ESSAC Committee members will be afforded an opportunity to review computer programs that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate programs.

Staffing:

The EESAC committee will collaborate with the school administration in the hiring of personnel.

Student Support Services:

The EESAC Committee will serve as a liaison between parents and support services staff, including the Career Specialist and Guidance Counselor, when coordinating activities such as Career Day.

Other Matters of Resource Allocation:

The EESAC Committee members will review and approve the allocation of resources as they pertain to student achievement.

Benchmarking:

The EESAC Committee members will be given copies of the State Benchmarks in the areas of Reading, Writing, Mathematics, and Science. This will ensure familiarity with these documents as they pertain to the School Improvement Plan.

School Safety & Discipline:

The Code of Student Conduct will be referenced by the EESAC Committee members when the safety of students and/or the overall discipline of the school is a concern.

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