
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 9731 - Instructional Systemwide

FeederPattern: Specialized Educational Center

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Karen Webb

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Instructional Systemwide

ESE Outreach is organized as a co-venture agreement between The Miami-Dade County Public Schools (M-DCPS) and Miami-Dade County. The agreement was initiated in 1982 as a co-venture to fund five programs for Severely Emotionally Disturbed (SED) students. The agreement stipulates that M-DCPS is responsible for providing administration, supervision and evaluation of the educational component, teachers and support educational staff, transportation, breakfast and lunch, curriculum materials, supplies, and equipment for classroom operations. Miami-Dade County provides the building facilities, clinical services and day-to-day supervision. Each entity is responsible for the budgets of their respective operations.

Given instruction based on the Sunshine State Standards, students in grades K-12 will improve their reading skills as evidenced by a minimum of 49% of students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades K-12 will improve their mathematics skills as evidenced by a minimum of 54% of students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a minimum of 71% of Grade 4 students scoring at or above 4.0 on the 2006 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students will improve their science skills as evidenced by a measure of 278 on the 2006 FCAT Science Test.

The number of ESE Outreach parents participating in the PTSA and EESAC meetings will increase by two percent as compared to the 2004-2005 school year.

Discipline and Safety within the co-venture programs will improve as evidenced by documentation of teacher attendance and participation in related workshops as compared to documentation for the 2005-2006 school year.

Technology within the ESE Outreach co-venture programs will improve as evidenced by documentation of student and teacher involvement with technology as compared to documentation for the 2005-2006 school year.

Health and Physical Fitness standards will be provided within the ESE Outreach co-venture programs and will improve as evidenced by regularly scheduled instruction in physical education according to District requirements.

Elective and Special Areas within the ESE Outreach co-venture programs will enhance core subjects through cross-curricular instruction.

Return on Investment will improve within the ESE Outreach co-venture programs as evidenced by documentation of the number students returning to a traditional school setting or entering the workforce.

Given instruction using the Sunshine State Standards students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students, all of whom are students with special needs, achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards African American students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards Hispanic students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards students who receive Free and Reduced Lunch at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, African American students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who receive Free and Reduced Lunch at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable

mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, African American students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who receive Free and Reduced Lunch at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Based on the results of the Spring 2005 FCAT Science scores, less than ten students were tested.

Given instruction using the Sunshine State Standards, students all of whom are students with special needs, at ESE Outreach will improve their science skills as evidenced by an increase of two percent in their mean scale score to meet the passing mean scale score of 278 as documented by the 2006 FCAT Science Test or the acceptable mastery level on an alternate assessment.

Parental communication will increase by 2% as evidenced by documentation of parental participation in IEP and CST-R meetings as compared to documentation for the 2004-2005 school year.

Discipline and Safety within the co-venture programs will improve as evidenced by a 2% increase in the number of students who have behavior intervention plans from baseline level.

Technology within the co-venture programs will improve as evidenced by the results of responses on administration of the Stakeholder Needs Assessment survey between the 2004-05 and 2005-06 school year.

Health and Physical Fitness standards will be provided within the co-venture programs and will improve as evidenced by regularly scheduled instruction in physical education according to District requirements.

The number students participating in art, music, and community-based instruction will increase by two percent as compared to students participating for the 2004-2005 school year.

ESE Outreach will monitor the value and cost effectiveness of its programs, based on per pupil expenditure for the 2005-2006 school year.

A review of the results of the Organizational Performance Self-Assessment Survey includes all employees identified in work location 9731. All areas of concern indicated on the survey may not apply to ESE Outreach.

The results of this survey reveal that there are two areas of concerns in the category of Business Results. The first area of concern is the need to share budget, finance, and expenditure information in a timely. This concern can be addressed via communication with staff.

In addition, the results indicate that staff have concerns that policies and procedures impeded progress in the work place. This concern can be addressed by building professional learning communities that address staff concerns.

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.

Instructional Systemwide

VISION

The Exceptional Student Education (ESE) Outreach program is guided by the vision that Severely Emotionally Disturbed (SED) students are served in a model setting designed to address educational excellence and emotional support. To this end, ESE Outreach is committed to maintaining a learning environment that focuses on the needs of students where continuous improvement is fostered by: addressing individualized needs of student abilities, culture, and personal experiences; ensuring that all students are maximizing their cognitive and emotional potential; facilitating teacher excellence through mastery of curriculum strategies and approaches to enable successful learning experiences; providing outreach and support to parents, targeting academic strategies to use at home and helpful approaches for dealing with behavioral/emotional functioning; and maintaining professional leadership that guides the ESE Outreach learners and staff in organizing all resources to ensure a safe and successful school environment.

MISSION

The Exceptional Student Education (ESE) Outreach program is guided by its vision to ensure a meaningful educational experience for all students. To this end, our mission is to provide students with quality instruction and social/emotional skills so they are prepared to enter a less restrictive educational setting, maintain independent living skills, successfully enter the workforce and become contributing members of the community.

CORE VALUES

The Exceptional Student Education (ESE) Outreach program is committed to maintaining a learning environment that focuses on quality instruction and effective strategies that improve behavioral/emotional functioning for all students.

School Demographics

ESE Outreach serves a select population of students who are Severely Emotionally Disturbed and whose educational and emotional needs are unmet in the traditional school setting. Students are sent to ESE Outreach because they are either ungovernable or they are in need of additional services which are not provided in the traditional school setting. ESE Outreach is exclusively designed to provide a rehabilitative approach-the students are provided corrective educational and emotional experience so they can return to other school settings when they are able to generalize accepted, appropriate behaviors. Our student population presently consists of 155 students in grades kindergarten through twelve. Of these 116 are male and 39 are female. Their ethnic composition is 71% Black, 59% Hispanic, and 25% White.

The ESE Outreach program is organized as a day treatment model, which applies intensive psychological applications throughout the school day together with family education and counseling. A small student teacher ratio is included to accommodate the essential learning needs of the students. The students' emotional disabilities have compromised their learning styles and abilities to intellectually develop at a normal pace. In some cases, students also have neurological problems in which mental retardation and medically-related needs have impacted their abilities to learn at a normal rate as their same aged peers.

Students who are Severely Emotionally Disturbed students in ESE Outreach have the following problems: use weapons or are preoccupied with weapons; break and enter property; steal; have ideas that others are out to get them; are detached and have unresponsive behavior; show cruelty to animals; are engaged in fire-setting; are preoccupied with explosives; have hallucinations and delusions; are withdrawn and isolated from society; are clinging and cannot be alone; cannot handle themselves in large groups of people; follow persistent rituals; bang their heads for no reason temper tantrums; are physically aggressive; threaten others; have low cognitive functioning; are unable to use good judgment; have severe anxiety and fearfulness; are extremely moody and prone to inappropriate outbursts; and confuse TV, movies, and dreams with reality. Such psychological problems severely impact the student's ability to learn and access the traditional education setting. ESE Outreach is equipped to handle the pressing problems of the students and deal with them on the spot so that learning in the classroom is minimally interrupted. It is the primary goal of ESE Outreach to return the students to a less restrictive educational setting when their educational and therapeutic goals have been mastered.

The ESE Outreach administration includes 1 principal, 2 assistant principals, 1 reading leader, 1 program specialist, and a clerical staff consisting of a secretary, registrar, and a school clerk. The ESE Outreach administration is housed at Ruth Owens Kruse Educational Center, a school located at 11001 SW 76 Street. The ESE Outreach principal reports to the Administration Director in the M-DCPS Office of Exceptional Student Education and Student/Career Services located in the School Board Administration Offices at 1500 Biscayne Boulevard. Unlike traditional schools, ESE Outreach does not have its own budget but must request funds from the Administrative Director. Work location 9731 includes all of ESE Outreach and other programs such as the ESE Pre-Kindergarten program and contracted residential settings. In addition to the ESE Outreach programs, the ESE Outreach administration is assigned the responsibility of overseeing 24 district-contracted programs. The students in these programs have handicapping conditions other than severe emotional disturbance. Administration of these contracted programs requires monitoring student attendance, providing transportation, and overseeing appropriate curriculum implementation and teacher evaluation.

The Miami-Dade County staff members are directed by the Miami Dade County Department of Youth and Family Services located in an office building at 11025 SW 84 Street. Administrative staff includes one administrative licensed clinical psychologist and one secretary. The day-to-day operations staff at the programs includes: four directors, six clinicians, and six psychology interns.

ESE Outreach is comprised of four distinct programs located within different communities of Miami-Dade County. The sites are : The Family and Children's Development Center (FCDC); Specialized Development Center-South (SDC-S) Early Intervention

Development Center (EIDC); Specialized Development Center-North (SDC-N). These programs serve grades kindergarten through 12, ages five through twenty-two.

Our students do not live within the perimeter of our school programs. They are transported from many different areas in Miami-Dade. However, they do share certain common factors: 1) Low socio-economic status; 2) Over 90% of our students qualify for free or reduced lunch; 3) Some parents are employed and work in unskilled or semi-skilled jobs; 4) Other parents are unemployed and survive on social security income and food stamps; 5) The majority of our parents have limited education; 6) The majority of our parents are unavailable or unable to help students with academic endeavors; 7) Our families represent a variety of cultural backgrounds; 8) Students may ride on a bus for up to 90 minutes to and from school; 9) A number of students reside in group or foster homes; 10) Oftentimes, students move to and from different homes which impacts their abilities to successfully make attachments to others; 11) Students are often hospitalized during the school year due to behaviors that either cannot be managed in their homes or at school. Once stabilized, they return to the program. If they are hospitalized they may be absent for either short or long periods of times. For example, they can be absent for three days or sometimes three weeks depending on their psychiatric needs; 12) Many of our students are on medication to control their behavior to allow them to focus on learning. Some students receive the services of in-program psychiatric consultation for medication monitoring. The visiting psychiatrist also consults with staff and parents; 13) Itinerant Speech, Occupational and Physical Therapists provide services as needed; 14) Art Therapy services are provided as needed.

The demographics of our current instructional staff in the four ESE Outreach programs are as follows: 30 teachers; 4 chairpersons/teachers; 15 paraprofessionals; two art teachers; two music teachers; two physical education teachers, and two art therapists. Our staff is comprised of 41 females and 12 males; 11 white; 18 African-Americans; 20 Hispanics; and one other. All the instructional staff are certified and qualified. Educational degrees of all instructional staff include three staff members with two years of college; one staff member with an associates degree; four staff members seeking bachelor's degrees; 25 instructional staff members with bachelor's degrees; 17 instructional members with master's degrees; four instructional staff members with specialist degree's, and two instructional staff members with doctorate degrees, two instructional staff members are National Board certified.

School Foundation

Leadership:

A review of the results of the Organizational Performance Improvement Snapshot Assessment includes data of other programs. This data reveals that the category of Leadership was the strongest of the seven categories surveyed. In the category of Leadership, all items received a score of 4.1 to 4.6. The lowest item of the seven refers to staff input.

Providing opportunities for staff input through the continuous improvement cycle is an opportunity for improvement. It is believed that through improved opportunities for discussions that an increase in this area will be evident.

District Strategic Planning Alignment:

A review of results of the Organization Performance Improvement Snapshot Assessment reveals that in the area of district strategic planning alignment the overall score was 4.0, and scores for individual items ranged from 3.9 to 4.1.

Scores on individual items seem to indicate that staff members do not perceive themselves as being extremely knowledgeable about the planning process at ESE Outreach. Discussion of the School Improvement Plan within established learning communities should result in an increased score in this category.

Stakeholder Engagement:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of stakeholder engagement responses scored from 4.1 to 4.5. Knowing "who my most important customers are" is an area of strength, with a score of 4.5. Overall, the category was scored 4.3, which indicates it to be an area of strength. The area which received the lowest score was "asking about customer satisfaction". This area can be better addressed through informed discussions within established learning communities.

Faculty & Staff:

A review of results of the Organizational Performance Improvement Snapshot Assessment reveals that scores ranged from 4.2 to 4.5 in the category of faculty and staff. This area shows that there is a general satisfaction with staff interaction and working conditions. Scores of 4.4 reveal that "supervisors and the organization care about its faculty and staff". Scores of 4.2 reveal the opportunities for improvement as it relates to being recognized for one's work and having the ability to make changes that will improve their work.

Data/Information/Knowledge Management:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of data/information/knowledge management scores range from 4.1 to 4.4. The strongest areas in this category are faculty and staff's ability to measure, analyze the quality, and use this data to make informed decisions about their work. The weakest area in this category received a score of 4.1. This score reveals that Faculty and staff would benefit from there is an opportunity for improvement in informing faculty and staff as to how Instructional Systemwide is doing.

Education Design:

A review of the results of Organizational Performance Improvement Snapshot Assessment reveals that in the category of education design results ranged from 3.9 to 4.2. The item with the highest score of 4.4 revealed that that faculty and staff believe that "we have good processes for doing our work". The lowest area scored revealed the need for improved opportunities for staff input. The results seem to indicate a need for further professional development on data-driven decision making.

Performance Results:

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of performance results scores ranged from 3.2 to 4.5. The item with the highest score in this category indicates that faculty and staff are satisfied with their job within Instructional Systemwide. The item with the lowest score is related to to knowing about the financial status of the school. The results seem to indicate that the faculty and staff do not understand the school budget and would benefit from opportunities which allow for the sharing budget information.

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

GOAL 1 STATEMENT:

Increase student performance in reading.

Needs Assessment

Data analysis of the 2005 FCAT Reading Test reveals that 47% of all students are reading below grade level. This data further reveals that additional instruction is needed in the following areas: words and phrases, main idea and purpose, comparison/contrast, and reference/research.

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

Measurable Objective

Given instruction using the Sunshine State Standards students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students, all of whom are students with special needs, achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards African American students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards Hispanic students at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards students who receive Free and Reduced Lunch at ESE Outreach will increase their performance in reading skills as evidenced by 44% of students achieving Level 3 or higher on the administration of the 2006 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1) Identify and conduct staff development to address reading diagnostic and screening tools.	Principal, Assistant Principals, Reading Leader, Department Chairpersons	08/08/05	05/26/06
Implement and monitor an Instructional Focus Calendar which identify a time line for accomplishments in the reading curriculum.	Reading Leader	08/08/05	05/26/06
Inform parents/guardians of student testing dates via letters sent home and telephone calls.	Principal, Assistant Principals, Department Chairpersons	08/08/05	05/26/06
Utilize a state-adopted curriculum in reading classes.	Reading Leader, Teachers	08/08/05	05/26/06
Implement Sunshine State Standards assessments (district and teacher-made) to determine specific skills to be included in instruction.	Teachers	08/08/05	05/26/06

Provide Grade 3 students with an additional 30 minutes of daily intensive reading instruction.	Principal, Assistant Principals, Department Chairpersons	08/08/05	05/26/06
Use the Intellitools Reading computer-based instruction program to address specific reading deficits.	Teachers	08/08/05	05/26/06
Utilize Leapfrog Leaptrack for all K-6 students to diagnose, remediate, and monitor progress student progress.	K-6 Teachers	08/08/05	05/26/06
Use supplementary materials to enhance student learning such as Scholastic Plus Sprint Libraries, Phonics Chapter Books, and the Shoebox Library Series.	Classroom Teachers	08/08/05	05/26/06
Provide 30 minutes of daily independent reading across the curriculum.	Principal, Assistant Principals, Department Chairpersons	08/08/05	05/26/06
Record student progress utilizing individual portfolio documents that address status of specific student objectives	Classroom Teachers	08/08/05	05/26/06
Monitor implementation of reading support activities through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principal	08/08/05	05/26/06

Research-Based Programs

Students will receive direct instruction through the following:

- 1) State adopted textbooks, to include Houghton Mifflin
- 2) SRA Reading Mastery
- 3) SRA Corrective Reading
- 4) Intellitools Reading
- 5) Creating Independence through Student-owned Strategies (CRISS)

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Leapfrog Leaptrack assessment
- 2) DIBELS
- 3) Ongoing support, intervention, and training for Beginning Teachers and teachers new to ESE Outreach
- 4) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that reading goals and objectives are implemented.

Evaluation

Reading progress will be monitored through the results of the 2006 FCAT Reading Test, portfolio assessments, district and teacher-made assessments, Leapfrog Leaptrack assessments, and the Brigance Comprehensive Inventory of Basic Skills-Revised assessments.

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

GOAL 2 STATEMENT:

Increase student performance in mathematics.

Needs Assessment

Data analysis of the 2006 FCAT Mathematics Test reveals that 51% of all students are performing below grade level. This data further reveals that additional instruction is need in the following areas: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, African American students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

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Given instruction using the Sunshine State Standards, students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their math skills as evidenced by 50% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2006 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use a state-adopted math curriculum.	Classroom Teachers	08/08/05	05/26/06
Use computer-based software programs to represent mathematical concepts.	Classroom Teachers	08/08/05	05/26/06
Use supplementary materials to enhance student learning such as FCAT Coach, Windows on Math, Touch Math, and Math through Literature.	Principal, Assistant Principal	08/08/05	05/26/06
Implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishments in the math curriculum.	Principal, Assistant Principal, Testing Chairperson	08/08/05	05/26/06
Schedule staff development to address math diagnostic and screening tools.	Principal, Assistant Principals, Testing Chairperson	08/08/05	05/26/06
Notify parents of student testing dates via parent letters and telephone calls.	Principal, Assistant Principal, Testing Chairperson, Classroom teachers	08/08/05	05/26/06

Record student progress utilizing portfolio documents that address the status of specific student objectives.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06
Use CRISS to focus on key math vocabulary to enable students to solve word problems.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principals	08/08/05	05/26/06
Implement Sunshine State Standards (both District and teacher-made) assessments to determine specific skills to be included in instruction.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06

Research-Based Programs

Students will receive direct instruction through the following:

- 1) Scott-Foresman-Addison Wesley Mathematics textbook
- 2) Harcourt Math textbook
- 3) Windows on Math computer software, Accelerated Math software
- 4) CRISS

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Leapfrog Leaptrack assessment
- 2) Accelerated Math staff development for grades K through six
- 3) Ongoing support, intervention, and training for Beginning Teachers and teachers new to ESE Outreach
- 4) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that mathematics goals and objectives are implemented

Evaluation

Mathematics progress will be monitored through the results of the 2006 FCAT Mathematics Test, portfolio assessments, district and teacher-made assessments, Leapfrog Leaptrack assessments, STAR Math computer-based assessments, and the Brigance Comprehensive Inventory of Basic Skills-Revised assessments.

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
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase writing skills as measured by the 2006 FCAT Writing+ Test.

Needs Assessment

An assessment of data reveals that there is a need to improve expository, narrative, and persuasive 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, African American students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who receive Free and Reduced Lunch at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who scored at FCAT Achievement Level 1 at ESE Outreach will increase their writing skills as evidenced by 2% of students, all of whom are students with special needs, scoring at 3.5 or higher on the 2006 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Notify parents of student testing dates via parent letters and telephone calls.	Principal, Assistant Principal, Testing Chairperson	08/08/05	05/26/06
Schedule staff development to address writing strategies using the Lintor Publishing package.	Principal, Assistant Principal, Testing Chairperson	08/08/05	05/26/06
Use CRISS to provide strategies needed for writing.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06
Implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishment in the Writing curriculum.	Principal, Assistant Principal, Testing Chairperson, Department Chairpersons	08/08/05	05/26/06
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principal	08/08/05	05/26/06
Model/teach writing to expository, narrative, and persuasive prompts.	Department Chairpersons, Reading Leader, Classroom Teachers	08/08/05	05/26/06

Analyze results of District (Pre- and Post) writing tests to determine strengths and weaknesses of students writing skills.	Principal, Assistant Principal, Department Chairpersons, Testing Chairperson, Classroom Teachers	08/08/05	05/26/06
Record student progress utilizing portfolio documents that address status of specific student objectives.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06
Schedule staff development for the implementation of CRISS.	Principal, Assistant Principal, Testing Chairperson	08/08/05	05/26/06
Use Sunshine State Standards (Pre-, Mid-, and Post) tests to determine specific skills to be included in instruction.	Principal, Assistant Principals, Classroom Teachers	08/08/05	05/26/06
Utilize supplementary materials (Write Time for Kids kits; Sprint Plus Libraries; Jostens Writing; Read, Write, and Type computer-based software; and Intellitools Writing software) to enhance writing skills.	Principal, Assistant Principal, Classroom Teachers	08/08/05	05/26/06

Research-Based Programs

Students will receive direct instruction through the following:

- 1) CRISS
- 2) Write Time for Kids
- 3) Six-Traits of Writing

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) CRISS
- 2) Lintor Publishing,
- 3) Ongoing support, intervention, and training for Beginning Teachers and teachers new to ESE Outreach
- 4) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that writing goals and objectives are implemented

Evaluation

Writing progress will be monitored through the results of the 2006 FCAT Writing+ Test, portfolio assessments, district and teacher-made assessments, Write time for Kids, and the Six Traits of Writing.

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Increase student science skills.

Needs Assessment

A review of the FCAT Science Developmental scores reveals that there is a need to improve Science skills.

Measurable Objective

Based on the results of the Spring 2005 FCAT Science scores, less than ten students were tested.

Given instruction using the Sunshine State Standards, students all of whom are students with special needs, at ESE Outreach will improve their science skills as evidenced by an increase of two percent in their mean scale score to meet the passing mean scale score of 278 as documented by the 2006 FCAT Science Test or the acceptable mastery level on an alternate assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use manipulatives and hands-on science activities	Classroom Teachers, Department Chairperson	08/08/05	05/26/06
Incorporate cross-curricular activities involving science and mathematics	Classroom Teachers, Department Chairperson	08/08/05	05/26/06
Implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishment in the science curriculum	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/08/05	05/26/06
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios	Principal, Assistant Principal	08/08/05	05/26/06
Use the science computer lab	Classroom Teacher, Department Chairpersons	08/08/05	05/26/06
Participate in science-related field trips and Science Presentations	Classroom Teachers, Department Chairpersons	08/08/05	05/26/06

Research-Based Programs

Students will receive direct instruction through the following: Essential Concepts in Science and the state adopted textbook

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Ongoing support, intervention, and training for Beginning Teachers and teachers new to ESE Outreach

- 2) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that science goals and objectives are implemented.

Evaluation

Science progress will be monitored through the results of the 2006 FCAT Science Test, portfolio assessments, district and teacher-made assessments, and Windows on Science assessments

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

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

GOAL 5 STATEMENT:

Increase overall Parental Involvement

Needs Assessment

A review of parent participation in Individual Education Plan (to include Interim meetings) and Child Study Team Re-evaluation (CST-R) meetings and school activities/events revealed a 10% increase and a need to promote and enhance parental involvement to improve overall student performance.

Measurable Objective

Parental communication will increase by 2% as evidenced by documentation of parental participation in IEP and CST-R meetings as compared to documentation for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents/guardians with weekly academic and behavioral progress reports	Principal, Assistant Principal, Classroom Teachers, Department Chairpersons	08/08/05	05/26/06
Provide parents/guardians with Interim Progress Reports, information letters and flyers	Principals, Assistant Principal, Classroom Teachers, Department Chairpersons	08/08/05	05/26/06
Communicate academic progress with parents/guardians via IEP Status Reports	Principal, Assistant Principal, Department Chairperson, Classroom Teachers	08/08/05	05/26/06
Invite parents/guardians to scheduled district- and school-based activities/events offered throughout the year.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/08/05	05/26/06
Monitor and utilize parent/guardian contact logs provided by contracted agencies.	Principal, Assistant Principals,	08/08/05	05/26/06
Advertise and conduct EESAC meetings to provide parents/guardians with the opportunity to participate in school-related decision-making.	Principal, Assistant Principal, EESAC Chairperson	08/08/05	05/26/06

Research-Based Programs

Research-based programs will support the overall involvement of parents/guardians and will include The National Parent Teacher Association Standards for Parental Involvement.

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Conduct staff development on writing effective IEPs
- 2) Conduct staff development that will provide strategies for conducting effective parent/guardian meetings

Evaluation

The progress of parental involvement will be monitored through parent/guardian participation in IEP and CST-R meetings, attendance logs, and Clinician parent/guardian contact logs provided by contracted agencies.

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

GOAL 6 STATEMENT:

Increase safe learning environment for staff and students through positive behavior intervention plans.

Needs Assessment

A review of Student Case Management forms and the district’s ESE Suspension Report indicates that only two students have a completed behavioral intervention plans. Increasing the number of students with behavioral intervention plans will improve discipline and safety.

Measurable Objective

Discipline and Safety within the co-venture programs will improve as evidenced by a 2% increase in the number of students who have behavior intervention plans from baseline level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and implement workshops that improve discipline and safety.	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Conduct a staff survey of workshops of interest.	Principal, Assistant Principals	08/08/05	05/26/06
Monitor the implementation of strategies gained from workshops.	Principal, Assistant Principal	08/08/05	05/26/06
Provide opportunities to share feedback	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06

Research-Based Programs

The co-venture programs will provide psychological and social services to students in a specialized psycho educational setting which offer a variety of supportive therapeutic services.

Professional Development

- 1) The co-venture programs will provide a therapeutic plan for each student and family in cooperation with M-DCPS staff
- 2) Co-venture programs and MDCPS staff will provide individual group, play and family therapy for students and their families
- 3) Participate in professional development related to discipline and safety

Evaluation

The progress of discipline and safety will be monitored through teacher attendance and participation in related workshops, survey results, and PACES observations

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

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

GOAL 7 STATEMENT:

Improve the overall access and use of technology within co-venture programs

Needs Assessment

A review of the Stakeholder Needs Assessment survey responses indicates the requirement for improved access and utilization of technology by teachers and students.

Measurable Objective

Technology within the co-venture programs will improve as evidenced by the results of responses on administration of the Stakeholder Needs Assessment survey between the 2004-05 and 2005-06 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Design and implement a needs assessment survey	Principal, Assistant Principals, Department Chairpersons	08/08/05	05/26/06
Analyze data presented by the needs assessment survey	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Identify and address areas of concern	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Increase utilization of labs.	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06

Research-Based Programs

The M-DCPS staff will work with the co-venture programs to attain improved technological access and increase it's utilization within program sites.

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Identify areas of need to support curriculum through the use of technology
- 2) Provide opportunities for staff to access technology and available technological resources
- 3) Monitor the implementation of technology resources and provide support
- 4) Train staff on integrating technology and curriculum

Evaluation

Progress of improved technology will be monitored through mid- and end-of-year surveys.

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.)

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

GOAL 8 STATEMENT:

Improve overall health and physical fitness within the co-venture programs.

Needs Assessment

A review of the Physical Fitness Plan reveals that 80% of the students need to improve health and physical fitness as evidenced by documentation provided for the 2004-2005 school year.

Measurable Objective

Health and Physical Fitness standards will be provided within the co-venture programs and will improve as evidenced by regularly scheduled instruction in physical education according to District requirements.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff with fitness information related to activities that meet District standards.	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Provide information to parents related to health and fitness activities and opportunities.	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Implement activities that would enable students to increase physical fitness.	Physical Education teacher, Classroom teachers	08/08/05	05/26/06

Research-Based Programs

The physical education programs incorporate the State Sunshine Standards, which are predicated on research-based strategies.

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Provide staff with strategies that address obesity and nutritional needs
- 2) Provide staff with information regarding the need and the importance of staying physically fit.

Evaluation

The progress of Health and Physical Fitness standards will be monitored through the Sunshine State Standards for Physical Education.

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

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

GOAL 9 STATEMENT:

Increase student appreciation and participation through art, music, and community-based instruction.

Needs Assessment

A review of the number students who participated and benefited from community-based instruction demonstrates the need for increased participation.

Measurable Objective

The number students participating in art, music, and community-based instruction will increase by two percent as compared to students participating for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Elective/Special area teachers will reinforce content-based vocabulary skills.	Principal, Assistant Principal, Department Chairpersons	08/08/05	05/26/06
Provide transportation to community sites	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/08/05	05/26/06

Research-Based Programs

Research-based programs will include Project Victory, Project Accept, Learning for Life, and courses in social and personal skills

Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Utilize co-venture clinicians to conduct workshops and trainings related to appropriate behavior in the community to both staff and students.
- 2) Implement the Learning for Life curriculum.
- 3) Identify and discuss ways to increase student participation in art, music, and community-based instruction.

Evaluation

The progress of Elective/Special area instruction will be monitored through student participation in art, music, and community-based instruction, lesson plans, marking period overviews, portfolios, collaboration of resources/ strategies.

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

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

GOAL 10 STATEMENT:

ESE Outreach will examine the value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that ESE Outreach is not ranked on the State of Florida ROI index.

Measurable Objective

ESE Outreach will monitor the value and cost effectiveness of its programs, based on per pupil expenditure for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform EESAC members on the use of financial resources.	Principal	08/08/05	05/26/06
Identify and review grant writing opportunities.	Principal, Assistant Principal	08/08/05	05/26/06
Enhance shared use of community agency facilities.	Principal, Assistant Principals, Agency staff	08/08/05	05/26/06

Research-Based Programs

Not applicable

Professional Development

The school's Educational Excellence Advisory Committee (EESAC) members will receive budget information regarding district allocations, medicaid and local funds as well as EESAC funds assigned to ESE Outreach.

Evaluation

The EESAC will monitor the school improvement plan to implement progress.

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:

EESAC members received a copy of the school's budget report and reviewed it with the principal. The EESAC members will determine how to expend EESAC funds based on school improvement efforts.

Training:

The EESAC reviewed staff development objectives as written in the School Improvement Plan (SIP).

Instructional Materials:

EESAC members recommended that the school continue to acquire manipulatives, academic and behavior reinforcers and computers to address our students' academic needs.

Technology:

The school's technology plan will continue to be implemented and updated as needed. Staff development opportunities will be provided.

Staffing:

Staffing issues will be revised as needed. An interview committee will be established to ensure qualified candidates are selected.

Student Support Services:

EESAC members recommend that students receive counseling based on each student's Priority Educational Needs (PEN) as written on their Individual Education Plan (IEP). Staff should continue to conduct Functional Assessments of Behavior (FAB) and develop Behavior Intervention Plans (BIP).

Other Matters of Resource Allocation:

The school should provide site-based workshops for parents addressing pertinent ESE issues.

Benchmarking:

EESAC recommends the utilization of FCAT and Brigance Tests as assessment instruments for students. A comprehensive Behavior Management Plan will be utilized to monitor behavior.

School Safety & Discipline:

The school continue to implement a comprehensive Behavior Management Level System to address safety and discipline. Other strategies include the utilization of: faculty/staff workshops and opportunities for feedback.

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