
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2861 - J.R.E. Lee Opportunity Center

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Claire Warren

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

J.R.E. Lee Opportunity Center

J.R.E. Lee Opportunity School is located in South Miami, Florida. Originally built as a community elementary school, the facility was converted to an alternative middle school in the 1970s. This public school accommodates students from the southern half of Miami-Dade County who are assigned to the alternative education program in lieu of expulsion. Many of the J.R.E. Lee parents/caregivers do not have a vested interest in this school because they do not live here nor do they interact with the surrounding community. Few, if any, of our parents have encountered positive experiences in the school arena as their children were growing up. The staff in this school is greatly concerned about the need for parental education and involvement; one of the main goals of this school is to empower parents/caregivers with the skills needed to redirect student behavior and to become their child's partner in academic achievement.

All of the students at J.R.E. Lee Opportunity School are considered to be at-risk, and 90 percent receive free or reduced lunches. There is an overwhelming concern regarding the low academic level of our students; only 12 percent scored at the state proficiency level in reading and mathematics. There are some students who have been retained three times in the same grade level, and we are seeing an increased number of 15-17 year olds in this middle school.

One of our many goals as educators is to prepare this special population for entry into the adult world of gainful employment. In today's competitive job market, it has become essential to correlate educational achievement with actual job skills. As our students are faced with the challenge of working and competing in a global society, it is imperative that their reading, mathematics, writing, science, technology, social, and workplace skills be sufficient for the world of work.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at the state mastery level on the 2007 FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of students scoring at Level 3 or above on the 2007 Science FCAT.

Given school wide focus on the need for parental involvement, 25 percent of average number of student enrollment will have at least one parent/family member attend one or more school functions during the 2006-2007 school year as documented by sign-in sheets/rosters.

Given school wide implementation of the Positive Behavior Support (PBS) program and early intervention strategies, students will improve their conduct as evidenced by a 10 percent decrease in the number of instructional days missed due to indoor and outdoor suspensions during the 2006-2007 school year when compared to the 2005-2006 year.

Given instruction on the Choices Explorer Program, at least 50 percent of the students will use technology to complete electronic career portfolios.

Using the FITNESSGRAM program, 25 percent of the physical education students at J.R.E. Lee will achieve award status via FITNESSGRAM program completion in Physical Education classes.

Given increased enrichment opportunities, at least 25 percent of students in the elective classes will participate in community and school activities which foster citizenship, social skills, and employability skills.

J. R. E. Lee Opportunity School will increase learning gains by at least 5 percentage points in both mathematics and reading on the 2007 FCAT.

Based on the fall 2006 results from the Organizational Performance Improvement Snapshot (OPIS), J.R.E. Lee's rate of responses in agreement was at 80 percent. The two lowest categories were Process Management and Business Results, with the lowest individual item falling within the Business Results category being: "My work location removes things that get in the way of progress" and "I know how well my work location is doing financially." In the Process Management category, the individual item with the lowest rating was "I have control over my work processes." Administration will provide clarification on the school budget at faculty and EESAC meetings at the opening of school and update staff regularly. Furthermore, periodic staff surveys will be conducted to provide an opportunity for staff feedback and as a means of addressing staff concerns related to work processes and obstacles to progress.

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.

J.R.E. Lee Opportunity Center

VISION

All students want to learn. It is our vision that J.R.E. Lee students will work from their individual natural intellects and abilities as a basis for broadening the use of the Multiple Intelligences in order to function successfully in all areas of life.

MISSION

We believe that all children can learn. We will provide a caring environment and family atmosphere to enable J.R.E. Lee at-risk students to function successfully in a highly technological, multicultural and global society.

CORE VALUES

J.R.E. Lee Opportunity School will continue to uphold the core values of excellence, integrity, equity, and citizenship as a daily part of instructional delivery.

School Demographics

J.R.E. Lee Opportunity School is an alternative middle school in the Miami-Dade County Public School system. The District assigns students to this school in lieu of expulsion from their home schools which are located in the southern half of the county. Most students are assigned to Lee administratively for a nine week grading period for continuous disruptive behavior. However, due to rigorous exiting criteria, they remain here for an average of two to three marking periods. For more serious infractions, students may be assigned to the work-back program (thirty-two weeks) or maximum-by-law (two years). The student population includes both male and female students who are accommodated with a general education curriculum along with students classified as Exceptional and Limited English Proficient. Currently, approximately 79 percent of the students are classified as general education; 19 percent as Exceptional Education; and two percent as English for Speakers of Other Languages (ESOL). The enrollment increases significantly as the year progresses. The 2005-2006 school year opened with 180 students, and peaked at the end of the year with 209. The attendance rate for 2005-2006 was 67.75 percent, and the truancy rate (students classified as truant) was approximately 30 percent. Many of the students travel by bus 25-30 miles one way to school. Since this is not a community school, the school is unable to provide before and after school tutoring, enrichment activities, or Saturday classes. Often, it is difficult to reach parents/guardians regarding attendance, academic performance, and behavioral issues. During 2005-2006, the Child Study Team made a concentrated effort to reach more parents through a total of 211 Truancy, Child Study Team (CST), and Individual Education Plan (IEP) meetings. For the most part, the parents who attended the meetings assumed an active role in the decision making process regarding the needs of their children. During the meetings, positive connections were made with the home; assistance was offered at the school level; and the parents/guardians became familiar with available community resources. The school social worker is a member of the Child Study Team and works diligently to promptly address attendance issues and make contact with difficult-to-reach parents/guardians. August 2005 data indicates that 86 percent of the student population has been retained for one or more years since entering first grade, reflecting an increase over the 2004 retention figure of 77.3 percent. The age range of the J.R.E. Lee student is increasing yearly; the current population's age range is between 12 and 17 years. Most of the older students are unmotivated and do not have realistic career plans. With the elimination of social promotion, 11.24 percent of the grade seven and eight students are 16, and there are students repeating grades six through eight for the third or fourth time. A pattern has been identified in some of the students which reflects a decrease in FCAT scores over a 2-3 year period. A majority of the students are deficient in the content areas of reading and mathematics as reflected by 88 percent scoring at Level 1 or 2 in FCAT Reading and 88 percent scoring at Levels 1 or 2 in FCAT Mathematics (2006). Many of the students come from dysfunctional families; some are being raised by grandparents; some are in foster homes or living with other relatives; many have family members who are incarcerated; and many know neither of their biological parents. The dysfunctional nature of the school/family partnership is an integral part of the school profile. Due to the ongoing District assignment of students, new students are received on a daily basis. While the population is dynamic, the current ethnic representation is as follows: Hispanic - 53 percent, African-American - 43 percent, White - three percent, and Multi-racial - one percent. Approximately 72 percent of the students are male. The majority of the students are from low socio-economic backgrounds; approximately 90 percent receive free or reduced lunches. The staff in this school strives to provide a nurturing environment, practical lifelong learning experiences, basic educational skills which are needed for students to achieve their academic and personal goals, and entry level workplace skills. A great value is placed on all the basic academic skills; however, the majority of the teachers believe reading is the most important initiative. School wide, every teacher is involved in teaching reading for at least 30 minutes per day. The school employs 65 full-time employees. Of this total, thirty-seven are required to be licensed by the state: three administrators, one administrative assistant, twenty-five classroom teachers, two reading coaches, one media specialist, and six student services staff. Seventeen teach general education courses; three teach vocational education; and five are exceptional education teachers. There are two guidance counselors, one school social worker, one TRUST Counselor, one school psychologist, and one career specialist. The school also employs fourteen full-time paraprofessionals to work with students. At the current time, the school has two allocated pool temporary teacher positions. Additionally, one full time School Resource Officer is assigned to this school. The staff members are from Haiti, Nicaragua, Peru, Romania, Cuba, India, Japan, Colombia, Mexico, Antigua, the Netherlands, the Bahamas, and the United States. The certified teachers, support staff, and administrators are composed of 70 percent female and 30 percent male,

with an ethnic make-up as follows: Black - 40.5 percent; Hispanic - 24.3 percent; and White - 35.1 percent.

Fifty-six percent of the certified staff hold advanced degrees, and they have an average of 13 years of educational experience. Currently, two teachers on staff hold National Board Certification. There is an instructional leadership team composed of department heads, grade level team leaders, the reading coaches, the test chair, and administrators who meet monthly. This team works to support all school initiatives and to guide the school in the implementation of all strategies outlined in the School Improvement Plan. Additionally, a Positive Behavior Support Leadership Team oversees the implementation of the PBS program in our school.

School Foundation

Leadership:

J.R.E. Lee Opportunity School utilizes a shared leadership model in which the administrative team and staff work collaboratively to accomplish the mission and goals of the school. The results of Organizational Performance Improvement Snapshot (OPIS) completed in September of 2006 indicate a composite score of 4.2 in the area of leadership, with the highest average score related to knowledge of the school's mission and what it is trying to accomplish. The School Improvement Plan requires both the input and buy-in of the stakeholders if it is to be effective in accomplishing the mission and driving the instructional programs of the school, and there is a high degree of staff involvement in its development, implementation, and monitoring. The school utilizes the Eight-Step Continuous Improvement Model (CIM) as a foundation for planning and evaluating its progress. The administrative team meets monthly with the instructional leadership team consisting of department heads, team leaders, reading coaches, and the test chair. These individuals serve as the liaisons between the administration and their colleagues, disseminating information, reinforcing expectations, and providing guidance. Grade level teams meet three times weekly, and departments once weekly. Faculty meetings are held twice a month, and both instructional and non-instructional staff attend. J.R.E. Lee is piloting the Positive Behavior Support program, and there is a PBS leadership team that meets twice monthly to address the discipline and behavioral issues so critical to an alternative setting such as ours.

District Strategic Planning Alignment:

Strategic planning is conducted by the administrators and leadership team, in conjunction with the EESAC and staff. The OPIS results for J.R.E. Lee indicate an overall score of 4.0 in the area of strategic planning, with a score of 4.2 for knowledge of the "parts of the work location's plans that will affect me and my work." Objectives and strategies are developed for the School Improvement Plan that address district priorities while meeting the unique needs of our school setting. The Continuous Improvement Model process is ongoing; however, focus groups evaluate progress twice annually using data from a number of sources, including standardized test results, District and site-based assessments, attendance reports, and climate surveys, for the mid-year report and to begin the process for the following year.

Stakeholder Engagement:

J.R.E. Lee receives feedback from its stakeholders through the School Climate Survey as well as the district's Organizational Performance Improvement Snapshot (OPIS). These surveys return information on strengths and weaknesses as perceived by our stakeholders. Unfortunately, based on the dysfunctional nature of many of our students' families, the data from the parent portion of the Climate Survey is skewed because of the lack of returned surveys. For the 2005-06 school year, the return rate for our parents was only 8.1 percent. Also, only 65 percent of our instructional staff returned completed surveys. The staff reported a 95 percent agreement with the statement "My ability to do the best possible job at this school is limited by lack of concern/support from parents." From the parent survey, the parents reported a 75 percent agreement with the statement "My child's teachers take an interest students' educational future." With parental involvement being such a critical component of student success, we have repeatedly invited parents to become involved in their child's school. Parents are invited to attend grade-level team, Child Study Team (CST), and IEP meetings. We provide open house activities with dinner and door prizes for the families. We have hired a part-time Community Involvement Specialist, utilizing Title I funds, to attempt to get more parents actively engaged in our school. While parental involvement is low, J.R.E. Lee is fortunate to have an

EESAC that is actively engaged in serving the school and providing leadership.

Faculty & Staff:

J.R.E. Lee has a diverse staff who generally work together to address the needs of our students. At J.R.E. Lee, all staff members are involved in the education of students, either directly or indirectly, and they demonstrate their caring for our special population in their interactions with the students. Staff members participate in professional development at faculty meetings and on teacher workdays and early release days. Learning communities are established each year based on the interests of instructional staff, and the members meet before or after school throughout the year. New teachers are provided with Professional Growth Teams, and the colleague teachers are so effective that many beginning teachers continue working with the team beyond the mandatory first year. J.R.E. Lee has two nationally Board-certified teachers who serve as mentors on an ongoing basis; they provide assistance on topics such as professional development planning, classroom management, and instructional planning.

Working in teams and departments to address the school's priorities, instructional staff has developed a level of collegiality. The OPIS survey indicated that our school scored 4.0 in the category of human resource focus; however, the score for the statement "the people I work with cooperate and work as a team" was 3.9. The OPIS score for the statement "I have a safe workplace" was the lowest at 3.8; on the school climate survey, 26% of the instructional staff responded that they did not feel safe and secure.

Data/Information/Knowledge Management:

Our school actively implements the Eight-Step Continuous Improvement Model (CIM) in our efforts to utilize data to drive all facets of instruction. This model provides for constant review and revision of processes and procedures to ensure that data is the driving force governing decisions that affect students. We have developed instructional focus calendars in Language Arts, Mathematics, and Science based on FCAT data and utilize these calendars to promote interdisciplinary support for the different curriculum areas. These calendars are revised as needed to reflect students' progress or need for extended coverage of the given topics. Benchmark assessments and providing remediation and enrichment based on analyses of student scores on the mini-assessments are utilized as a part of the CIM process. District interim assessments in reading and mathematics and site-based interim science assessments correlate with the pacing guides and are also utilized to measure student mastery. District and school site writing assessments are evaluated based on the FCAT rubric and used to guide further instruction. All teachers have access to student data via SPI and this data is used to identify individual student needs. Student services staff and team leaders conduct individual "test talks" with students so that students have information on their own FCAT results. The OPIS results for the category of measurement, analysis, and knowledge management had the highest overall ranking, with a score of 4.3.

Education Design:

J.R.E. Lee's instructional day is composed of six 50-minute periods, as well as a 30-minute reading block and 12-minute homeroom. All students complete the required core classes in language arts, mathematics, social studies, and science, and approximately 90 percent are enrolled in a mandatory reading elective based on their FCAT scores. This year all Intensive Plus and Intensive Reading classes for FCAT Level 1 students utilize Read 180 in an inclusion setting; the FCAT Level 2 Intensive Reading class utilizes Read XL. ESOL students have Language Arts through ESOL and Developmental Language Arts through ESOL. During the school wide 30-minute reading block, students are grouped by grade level and gender into smaller sections. As the novels that are picked are generally several grade levels above the reading level of the majority of the students, books are read orally and interdisciplinary

activities are conducted across the curriculum. Elective offerings include Family and Consumer Sciences courses, Business Keyboarding, Physical Education, and Explorations of Communications Technology. Physical Education is mandatory for all sixth grade students; for seventh and eighth grade students, it is optional. Students who need to make up a language arts or mathematics credit are scheduled in the Plato Course Recovery class.

Performance Results:

Performance points for the 2006 FCAT were 190, as compared to 258 in 2005 and 163 in 2004. The percentage of students meeting high standards has gone from 8 percent in 2004 and 11 percent in 2005 to 12 percent in 2006. In mathematics, percentages went from 6 (2004) and 10 (2005) to 12 percent in 2006. Writing has shown a three year decline – from 87 to 81 to 52 percent in 2006. The percentage making annual learning gains in reading dropped from 47 percent in 2005 to 42 percent in 2006; however, this was still significantly higher than the 25 percent in 2004. The percentage making annual learning gains in mathematics has fluctuated greatly – with 20 percent (2004), 59 percent (2005), and 39 percent in 2006. The percentage of students in the lowest quartile making learning gains in reading also fluctuated greatly – from 17 percent (2004) to 50 percent (2005) to 33 percent in 2006.

There are a number of factors that negatively impacted our test scores; however, poor attendance/truancy is the most critical. With approximately 30 percent of the students classified as truants and an average attendance rate of 68 percent, continuity of instruction is a major issue. In spite of the record low attendance, every effort was made to bring in all students for testing. The percent tested increased over the past three years from 75 (2004) to 78 (2005) to 84 (2006) percent. A significant factor in the decrease in learning gains for both reading and mathematics for 2006 was the large number of students who were retained from the previous year, whether at Lee or their home school, who had to move up a level regardless of the number of points earned. Another factor was the number of students for whom there was no test data for 2005.

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 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:

Students will make sufficient annual learning gains to master the state standards in FCAT Reading.

Needs Assessment

Results of the 2006 FCAT Reading indicate that only 12 percent of the student population met high standards (Level 3 or above) according to the Florida School Grades Report, which is based on those students enrolled at J. R. E. Lee for both FTE periods. This is a slight improvement from the previous years, with 8 percent in 2004 and 11 percent in 2005. Out of the total population taking the test (including students here for only one FTE period), only 11 percent met high standards, with 75 percent scoring at Level 1; 13 percent at Level 2; 9 percent at Level 3; and 3 percent at Level 4. There were no students scoring at Level 5. African-American, Hispanic, and Economically Disadvantaged students need improvement in reading, based on No Child Left Behind criteria. There were not sufficient numbers of students tested who were classified as White, Limited English Proficient, and Students with Disabilities to be characterized as sub-groups; however, an analysis of the students' individual scores indicates the same need for improvement. Of those students who were here for both FTE periods, 42 percent demonstrated annual learning gains in reading. Of those students in the lowest quartile, 33 percent made adequate progress in reading. These numbers represent a decrease over the previous year in which 47 percent demonstrated learning gains and 50 percent of the lowest quartile made adequate progress. A comparison of sixth, seventh, and eighth grade scores shows that Reference and Research is the lowest scoring area for grades 7 and 8 but the highest for grade 6, with Main Idea the lowest for grade 6. Grade 8 scored the highest on Comparisons; for grade 7, there was little difference between Words/Phrases, Main Idea, and Comparisons.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at Level 3 and above on the 2007 Reading FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement a schedule for the use of Reciprocal Teaching Strategies (RTS) by subject area across the curriculum.	Principal, All Teachers, Reading Coaches	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide pull-out tutoring in reading for targeted students in the lowest quartile.	Principal, Reading Coaches, Tutors	8/14/06	5/30/07	District-wide literacy plan	\$3000.00
Administer the Standardized Test for Assessment of Reading (STAR) to all students and monitor the books students select to insure that they are reading within their Zone of Proximal Development (ZPD).	Principal, Language Arts Teachers, Reading Coaches, Media Specialist	8/14/06	5/30/07	District-wide literacy plan	\$3000.00
Utilize the Measure Up! For Reading workbook bi-weekly in language arts classes in conjunction with state adopted textbooks to practice FCAT-like questions and format.	Principal, Language Arts Teachers, Reading Coaches	8/14/06	5/30/07	District-wide literacy plan	\$2000.00
Schedule students who failed a language arts class in the Plato language arts credit recovery program in lieu of an elective.	Principal, Assistant Principal of Curriculum, Grade Level Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use results of the mini-benchmark assessments, District interim assessments, the Maze, the SRI, and the Diagnostic Assessment of Reading to monitor student	Principal, Reading Coaches, Language Arts Teachers, Reading Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00

progress on benchmarks and adjust instruction accordingly.					
Provide a Countdown to FCAT during the third grading period in which FCAT classes will concentrate on benchmark review and practice.	Principal, All Teachers, Reading Coach, Assistant Principal for Curriculum	1/8/07	3/15/07	District-wide literacy plan	\$2000.00
Schedule FCAT Level 1 and 2 students in homogenous Intensive/Intensive Plus reading classes based on their reading level.	Principal, Assistant Principal for Curriculum, Reading Coaches, Grade Level Counselors	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Develop and implement an instructional focus calendar to be utilized across the curriculum, with emphases on the assessed reading and writing benchmarks. Test students through bi-weekly mini assessments.	Principal, Assistant Principal of Curriculum, Reading Coaches, Language Arts Teachers	6/12/06	5/30/07	District-wide literacy plan	\$2000.00
Introduce new library books to students, utilizing book talks, in all language arts classes.	Principal, Media Specialist	8/14/06	05/30/07	District Strategic Plan	\$0.00
Provide an FCAT reading period daily in which whole-class reading of Accelerated Reader books will target fluency, comprehension, and vocabulary acquisition. Provide one book each nine weeks for the first, second, and fourth marking periods for school wide reading during FCAT period and implement interdisciplinary activities pertaining to the books.	Principal, All Teachers, Reading Coaches	8/14/06	5/30/07	District-wide literacy plan	\$2000.00
Implement the Team Reading program to encourage individual reading, utilizing the Accelerated Read (AR) Program throughout the year.	Principal, Media Specialist	8/14/06	05/30/07	District Strategic Plan	\$300.00

Research-Based Programs

Language of Literature (McDougal Littell), Elements of Literature (Holt, Rinehart, Winston), High Point (Hampton & Brown), Read 180, Reading Advantage, Read XL, Creating Independence through Student-owned Strategies (CRISS), Accelerated Reader, STAR, and LEARN (Literacy Essentials Reading Network)

Professional Development

The majority of the instructional staff will receive training in the following: Data Analysis and the Use of Student Performance Indicators (SPI), Edusoft, LEARN (Literacy Essentials and Reading Network), Reading Across the Content Areas, and Reciprocal Teaching Strategies. Selected teachers will receive CRISS, READ 180, Read XL training, and District workshops as available. The principal and a reading coach attended the Just Read, Florida! Conference, and the reading coaches will attend various District workshops throughout the year. Additionally, a number of teachers are completing online courses for the reading endorsement.

Evaluation

This objective will be evaluated by scores on the Reading FCAT. Progress will be monitored and evaluated by the results on bi-weekly benchmark assessments, the Scholastic Reading Inventory (SRI), school site assessments, and District interim assessments. FCAT Level 1 and 2 students will be tested three times a year utilizing the Maze reading assessment, and students who do not show progress may receive further testing using the Diagnostic Assessment of Reading.

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 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 2 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that only 12 percent of the student population at J.R.E. Lee met high standards (Level 3 or above) according to the Florida School Grades Report, which is based on those students enrolled at J. R. E. Lee for both FTE periods. This represents a slight improvement from previous years, with only 6 percent in 2004 meeting high standards and 10 percent in 2005. Out of the total population tested, 72 percent scored at Level 1; 19 percent at Level 2; 9 percent at Level 3; and less than one percent at Level 4. There were no students who scored at Level 5. In comparing scores across grade levels, grade six students scored lowest, with 100 percent not meeting high standards; grades seven and eight had 15 percent and 8 percent, respectively. The report identified African American, Hispanic, and Economically Disadvantaged students as being in need of improvement in mathematics, based on the No Child Left Behind criteria. There were not sufficient numbers of students tested who were classified as White, Limited English Proficient, and Students with Disabilities to be identified as sub-groups; however, an analysis of their individual scores indicates a comparable need for improvement. Of those students who were here for both FTE periods, and therefore included in the state's Annual Report Card, thirty-nine percent demonstrated annual learning gains in mathematics, a significant decrease from the previous year's 59 percent. An analysis of student scores by strands shows considerable differences by grade level. Grade six scores from lowest to highest were Algebraic Thinking, then Number Sense and Measurement, followed by Geometry and Data Analysis. Grade seven scores from lowest to highest were Measurement, Algebraic Thinking, and Data Analysis, followed by

Number Sense, and then Geometry. Grade eight scores from lowest to highest were Measurement, Geometry, and Algebraic Thinking, followed by Number Sense, and then Data Analysis.

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 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 six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 Mathematics FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with a weekly list of mathematics vocabulary terms related to the benchmarks being taught and utilize the terms in the completion of mathematic activiites.	Principal, Mathematics Department Chair, Mathematics Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide pull-out tutoring in mathematics for targeted students in the lowest quartile.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	8/14/06	5/30/07	District Strategic Plan	\$3000.00
Monitor implementation of the District Pacing Guide to ensure all Sunshine State Standards and benchmarks are addressed prior to assessments.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide school site staff development for mathematics instructors, including exceptional education teachers, and arrange for mathematics teachers to participate in District recommended inservices if available.	Principal, Assistant Principal of Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule students who failed a math class in the Plato credit recovery math program in lieu of an elective.	Principal, Assistant Principal of Curriculum, Grade Level Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop and implement an instructional focus calendar, by grade level, for all mathematics	Principal, Assistant Principal of Curriculum, Mathematics	8/14/06	5/30/07	District Strategic Plan	\$1000.00

classes.	Department Chair, Mathematics Teachers				
Administer weekly benchmark assessments and interim District assessments to ensure mastery of benchmarks.	Principal, Assistant Principal of Curriculum, Mathematics Department Chair, Mathematics Teachers	8/14/06	5/30/06	District Strategic Plan	\$0.00
Use research-based computer programs such as Riverdeep, ExploreLearning, and Plato to address specific student needs.	Principal, Assistant Principal of Curriculum, Mathematics Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide a Countdown to FCAT during the third grading period in which FCAT classes will concentrate on benchmark review and practice.	Principal, Assistant Principal for Curriculum, All Teachers, Math Coach	1/8/07	3/15/07	District Strategic Plan	\$1000.00

Research-Based Programs

Math and Connections Course 1, 2, & 3 (Glencoe/McGraw Hill); Measuring Up to the Sunshine State Standards and Success Strategies for the FCAT (People's Publishing Group, Inc.); Riverdeep; Plato; ExploreLearning

Professional Development

All teachers will be trained to utilize the SPI data, and math teachers will participate in site level training on mathematics topics, particularly related to technology and the use of manipulatives. Math teachers will also participate in District-sponsored inservices as provided.

Evaluation

This objective will be evaluated by scores on the 2007 Mathematics FCAT. Site developed benchmark assessments will provide formative assessments in tested strands, which will be used to monitor progress and adjust instruction, and District interim assessments will be completed as scheduled.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Eighth grade students will make sufficient learning gains to master the state standards in FCAT Writing.

Needs Assessment

According to the state's Annual Report Card 2006, 52 percent of J.R.E. Lee's grade eight students met the state mastery level of 3.5 or above on the 2006 administration of the FCAT Writing, compared to 81 percent the previous year. The results of the School Demographic Report for the 2006 FCAT Writing (which includes all grade eight students tested at the school) indicate that 42 percent scored at the mastery level of 3.5 or above in Expository and 47 percent in Persuasive. In comparison to last year's results, the school's overall mean score was 3.0, as compared to the 2005 mean score of 3.1.

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 grade eight will increase their writing skills as evidenced by a one percent increase in the percentage of students scoring at the state mastery level on the 2007 FCAT Writing+.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development on writing, including the use of the Florida Writes Rubric, Write Traits, and other District initiatives.	Principal, Assistant Principal of Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Maintain writing portfolios of student products based on FCAT writing strategies to assist teachers and students in assessing writing progress in language arts classrooms.	Principal, Language Arts Department Chair, Language Arts Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Infuse FCAT writing activities into the school's indoor suspension program to include one hour of writing instruction daily.	Principal, School Center for Special Instruction Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify FCAT Writing deficiencies and develop writing strategies for use across the curriculum via the Writing Learning Community.	Principal, Members of Writing Learning Community	8/14/06	5/30/07	Small Learning Communities	\$0.00
Require each student to write to an FCAT prompt, a majority of which will be persuasive, a minimum of two times per marking period in all non-Language Arts classes.	Principal, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Require each student to write to an FCAT prompt a minimum of two times per month in language arts classes and use the FCAT rubric to evaluate responses.	Principal, Language Arts Department Chair, Language Arts Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the District writing assessment semi-annually for grades six through eight to monitor student performance and adjust instructional programs accordingly.	Principal, Assistant Principal of Curriculum, Test Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Florida Writes! (Department of Education); Writer's Choice (Glencoe), Inside Writing Program (The Great Source), Sharpen Up on Florida Writing Skills 8 (Buckledown); Buckledown 6 and 7 (Buckledown); CRISS (Creating Independence through Student-Owned Strategies); and Elements of Writing (Holt)

Professional Development

Selected instructional staff will receive training on the writing process, the use of the Write Traits, and writing across the curriculum. A school-site Writing Learning Community will afford participants training opportunities to impact writing achievement school wide.

Evaluation

Results of the 2007 FCAT Writing+ will be used to evaluate this objective. School-site pre and post tests, along with two District assessments will be used to determine mastery. Student writing portfolios will be used for ongoing formative assessment.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

All students will make learning gains and improve their science skills in order to master the state standards in the area of science.

Needs Assessment

The 2006 FCAT Science data reflects a mean scale score of 182 as compared to the District's mean scale score of 270 and the state's mean scale score of 289. This represents a decrease from the previous year's score of 197. Of the total number of eighth grade students tested, 93 percent scored at Level 1, five percent at Level 2, and two percent at Level 3. Disaggregated data, by strands, reflects the greatest weakness in Scientific Thinking, followed by Physical and Chemical, and then Earth and Space Sciences and Life and Environmental Sciences.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of students scoring at Level 3 or above on the 2007 Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the District curriculum pacing guide for science to direct classroom instruction in grades 6-8.	Principal, Science Department Chair, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement weekly hands-on laboratory experiments in grades 6-8 that correlate to the FCAT Science benchmarks.	Principal, Science Department Chair, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$1000.00
Require all students to maintain a portfolio to demonstrate their achievement in science.	Principal, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize Reciprocal Teaching Strategies and/or CRISS once a week to enhance science vocabulary and foster critical thinking skills.	Principal, Science Department Chair, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Require students to complete projects related to one of the science strands (Scientific Thinking, Life and Environment, Earth and Space, and Physical and Chemical) each quarter.	Principal, Science Department Chair, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide a school wide science field day in collaboration with the University of Florida/Miami-Dade County Cooperative Extension.	Principal, University of Florida/Dade County Cooperative Extension Service	3/16/07	4/27/07	Community Partnerships	\$0.00
Administer content strand benchmark assessments to all students and use assessment data to improve student learning and classroom teaching.	Principal, Assistant Principal of Curriculum, Science Department Chair, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize bi-weekly science focus calendars to guide instruction.	Principal, Assistant Principal of Curriculum, Science Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Florida Science, grades 6-8 (Glencoe Publisher) and Sharpen Up for Science (FCAT Science Workbook)

Professional Development

All teachers will participate in training related to Student Performance Indicators (SPI), Reading and Writing Across the Curriculum, and Reciprocal Teaching Strategies. Science teachers will participate in District-sponsored workshops such as Human Growth and Development and Hands-on Science for Middle School, if provided, and the Science Chair will attend District inservices for chairpersons. School-sponsored workshops related to technology, developing Professional Development Plans, and other topics will be offered through learning communities and Professional Growth Teams.

Evaluation

Results from the 2007 Science FCAT will be used to evaluate this objective. Data provided by content strand benchmark assessments will be utilized by science teachers in grades 6-8 to identify deficiencies related to the Science FCAT strands and to target areas in which students need individual help.

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.)

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

GOAL 5 STATEMENT:

Increase parental involvement as a means of bridging the gaps between school, home, and the community in order to improve student performance.

Needs Assessment

As an alternative education program, J. R. E. Lee services students throughout the lower portion of the county, with boundaries extending over 40 miles from north to south and zig-zagging east to west across the lower portion of the county. As a result, our parental involvement is almost non-existent. Most of our students' parents are limited in their own educational capabilities, come from or live in a lower socio-economic community, and/or do not have transportation. Many of the parents are in low-paying jobs that do not offer them the opportunity to participate in activities/meetings at the school. There is no Parent Teacher Student Association, and parents have not traditionally served as volunteers in the school setting. The School Climate Survey which is distributed to every household had a return rate of eight percent, and very few parents attend the annual Open House. Considering these factors, it is difficult to have the parental involvement needed to foster a positive school-to-home relationship.

Measurable Objective

Given school wide focus on the need for parental involvement, 25 percent of average number of student enrollment will have at least one parent/family member attend one or more school functions during the 2006-2007 school year as documented by sign-in sheets/rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents to attend Parent/Teacher/Student conferences (via grade-level team meetings or Child Study Teams), during which student strengths and weaknesses are discussed and strategies are collaboratively formulated.	Principal, Student Services Staff, Registrar	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct parent workshops throughout the school year at the school site on topics such as FCAT Strategies, Parent Internet Viewer (PIV), and community resources.	Principal, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$200.00
Provide a parent resource center which will provide parents with counseling resources as well as information on upcoming workshops and school events.	Principal, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$200.00
Mail multilingual flyers, newsletters, and parent letters informing parents of workshops and activities such as Open House and available resources.	Principal, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$500.00
Provide parents with an in-depth orientation during the registration process which allows them the opportunity to meet student services staff and administration.	Principal, Student Services Staff	8/9/06	5/30/07	District Strategic Plan	\$0.00
Utilize the computerized parent calling program on a daily basis to notify parents whenever a student is absent and inform them of upcoming events. Provide a supplement for a staff member to serve as a parent liaison, calling parents after school hours related to their child's attendance and performance. Assign each administrative and student services staff member a portion of the student population to make daily contact with the families of absent students.	Administrators, Students Services Staff, Parent Liaison	8/14/06	5/30/07	District Strategic Plan	\$1800.00

Conduct home visits to encourage student attendance and provide outreach services to parents who have limited transportation.	Student Services Staff, Community Involvement Specialist, Security, Administration	8/14/06	5/30/07	District Strategic Plan	\$2000.00
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Research-Based Programs

National PTA Standards for Parent Family Involvement Program

Professional Development

Student Services staff will participate in District sponsored training related to parental involvement and volunteer participation throughout the school year. Student Services Staff will attend in-services and workshops through the Social Worker, TRUST Counselor, and Career Specialist Departments, all of which provide training geared towards increasing parental involvement.

Evaluation

This objective will be evaluated using attendance rosters/sign-in sheets for activities/meetings and social worker home visit records.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Provide effective interventions for problem behaviors what will encourage order, consistency, and a safe learning environment.

Needs Assessment

An analysis of District data reveals that J.R.E. Lee Opportunity School had the lowest attendance of all middle schools in the District, with an average attendance of 67.75 percent for the 2005-2006 year. Attendance continues to be a challenge; therefore, the school is using the Positive Behavior Support Program to address behavior related problems which greatly impact the school's attendance and suspension rate. According to the 2005-06 District Referral Action and Suspensions Report, there were 1,303 incidents of outdoor suspension, resulting in 4,498 missed instructional days. Indoor suspension was used in lieu of outdoor suspension 414 times for a total of 857 missed instructional days. Further analysis of the report indicated that general disruption (1,562 incidents) was the greatest cause for referral, followed by defiance of school personnel authority (1,299 incidents). Other incidents included: dress code violation (786 incidents); provocative language (524); leaving class without permission (470); rude and discourteous behavior (395); being in an unauthorized area (360); fighting (76); and bullying (47). The total number of reported incidents of violations of the Student Code of Conduct was 6,127. While the School Climate Survey data indicates that 31 percent of parents who returned the survey (only 8.1 percent of the total parent population) do not feel their child's school is safe and secure, only fifteen percent feel that the school does not use adequate disciplinary measures in dealing with disruptive students. Fifty-six percent indicated that the school and law enforcement work together to keep the school free of violence, gang activity, and substance abuse. The results of the School Climate Survey for instructional staff indicate that 48 percent feel that adequate disciplinary measures are used; 41 percent

feel that their ability to do the best possible job is limited by school violence; and 64 percent feel that their ability to do their job is limited by student substance abuse.

Measurable Objective

Given school wide implementation of the Positive Behavior Support (PBS) program and early intervention strategies, students will improve their conduct as evidenced by a 10 percent decrease in the number of instructional days missed due to indoor and outdoor suspensions during the 2006-2007 school year when compared to the 2005-2006 year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide student orientation for incoming students related to the school's expectation for student behavior.	Administration, Orientation Coordinator	8/14/06	5/30/07	District Strategic Plan	\$0.00
Disseminate and review the Code of Student Conduct each quarter through orientation/discipline assemblies.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor the peer mediation/conflict resolution program provided by the TRUST counselor.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase communications with parents for students who are suspended to encourage conferences to reduce the number of days of school missed.	Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Revise the School Center for Special Instruction program to include an increased academic focus and additional counseling.	Principal, SCSI Teacher, Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide early preventive measures to correct inappropriate behaviors through parent conferences, student conferences, and re-teaching appropriate behaviors, and log all parent conferences to address student behaviors.	Administration, Teachers, Grade Level Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop and implement a calendar of activities for the use of the Tools for Success transition curriculum by student services staff in the classroom.	Principal, Student Services Chairperson, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop, implement, and monitor a system of expectations, consequences, and rewards that are consistent with the PBS program.	Principal, PBS Leadership Team	8/14/06	5/30/07	District Strategic Plan	\$5000.00

Research-Based Programs

Positive Behavior Support (PBS) and Tools for Success

Professional Development

All PBS Members have received inservice training on Positive Behavior Support procedures. Colleagues received refresher training related to PBS on the teacher workday prior to school's opening. The District is providing additional PBS Training to team members in October 2006 and May 2007. Three administrators received training on Procedures for Promoting and Maintaining a Safe Learning Environment. The TRUST Counselor and one assistant principal received Tabletop Simulation Crisis Training. All security monitors are registered to attend a three day training on School Security Monitor Procedures and Practices. School staff received training on school safety procedures during an opening of school teacher workday. The Melissa Institute will conduct a training in December for selected staff.

Evaluation

Success will be measured by a reduction in the number of instructional days missed due to indoor and outdoor suspensions for infractions of the Code of Student Conduct, when comparing 2007 to 2006 data. Formative evaluation will be based on analysis of parent conferences/team logs, and early interventions, as evidenced on the Student Case Management Forms. Summative evaluation will be based on the Student Case Management (SCM) report record.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Utilize technology school wide to increase technological proficiency, develop career awareness, and prepare students for a global society.

Needs Assessment

With the increased dropout rate of over-age middle school students, there is a need for stronger technological involvement and proficiency, as well as career awareness and exploration at J. R. E. Lee. The 2005 STaR School Profile Report indicated that student access to technology at J. R. E. Lee falls within the the intermediate to advanced range which coincides with the M-DCPS average.

Measurable Objective

Given instruction on the Choices Explorer Program, at least 50 percent of the students will use technology to complete electronic career portfolios.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for instructional staff to participate in a technology learning community.	Principal, Assistant Principal of Curriculum, Teacher Education Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Require each student to complete an electronic portfolio and resume.	Principal, Career Specialist, Reading and Language Arts Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide parents with a parenting guide to encourage their involvement in the program.	Principal, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide professional development to instructional and paraprofessional staff on the utilization of the Choices Explorer program.	Principal, Technology Coordinator, Career Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement Choices Explorer program through reading classes and require students to complete a personalized career plan.	Principal, Student Services Staff	8/14/06	5/30/07	District Strategic Plan	\$375.00

Research-Based Programs

Choices Explorer

Professional Development

Selected staff will be provided with school-site training on the use of the Choice Explorer program. Additionally, interested staff will participate in a school-site technology learning community.

Evaluation

Choice Explorer completion rates will be evaluated to show participation.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Increase the level of physical fitness and health awareness in our students.

Needs Assessment

National statistics indicate that 30 percent of today's teenagers are overweight. It is estimated that the average teenager spends four hours daily in sedentary occupations such as watching television, playing video games, and surfing the internet as compared to 15 minutes daily in physical activities. For students at J.R.E. Lee, this problem is compounded by the fact that students spend as much as two hours daily on the school bus being transported to and from school, thus limiting their opportunities to engage in after-school physical activities. J.R.E. Lee will assess student fitness and programmatic success utilizing the FITNESSGRAM Program.

Measurable Objective

Using the FITNESSGRAM program, 25 percent of the physical education students at J.R.E. Lee will achieve award status via FITNESSGRAM program completion in Physical Education classes.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule all sixth grade students in Physical Education classes and offer as an elective school wide.	Principal, Grade level counselors, Registrar	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the FITNESSGRAM program as a daily part of lesson plans in Physical Education classes.	Principal, Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase awareness and participation in physical fitness by implementing school wide physical fitness competitions.	Principal, Physical Education Teachers	8/14/06	05/30/07	District Strategic Plan	\$300.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development opportunities for Physical Education teachers relevant to fitness and health are provided throughout the year by the Division of Life Skills and Special Projects. One Physical Education teacher received training on the implementation of FITNESSGRAM last year.

Evaluation

The evaluation component will consist of the results of the FITNESSGRAM final assessment to determine the percentage of award winners for the program each semester. The school will also incorporate district assessments as progress monitoring tools.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Provide J. R. E. Lee students with enrichment activities that will promote citizenship, social skills, and employability skills.

Needs Assessment

With the increased emphasis on accountability and academic progress, there has been a shift in the educational focus related to social/interpersonal skills, employability skills, and citizenship education. Given the nature of the alternative students at this school, these are skills that are not only lacking, but are pivotal to the students' overall success in the school setting and in society in general. The majority of the students come from dysfunctional families where these skills are not taught or reinforced, and exposure is limited.

Measurable Objective

Given increased enrichment opportunities, at least 25 percent of students in the elective classes will participate in community and school activities which foster citizenship, social skills, and employability skills.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement interdisciplinary projects which support the school's reading initiative.	Principal, Elective Teachers	8/14/06	5/30/07	District Strategic Plan	\$2000.00
Increase the use of technology within the elective department to enhance the curriculum.	Principal, Elective Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase student exposure to the arts and other cultural events.	Principal, Assistant Principal for Curriculum, Elective Department Head	8/14/06	5/30/07	Community Partnerships	\$2000.00
Provide opportunities for students to participate in field trips and activities in which social skills will be developed and reinforced.	Principal, Student Services Chair, PBS Team	8/14/06	5/30/07	School-to-Career	\$1000.00
Increase student participation in community and service learning activities.	Principal, Elective Teachers, Student Services Staff	8/14/06	5/30/07	Community Partnerships	\$1000.00
Increase the number of students exhibiting their work in the Miami-Dade County Youth Fair.	Principal, Elective Teachers	8/14/06	3/8/07	School-to-Career	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

The following school-site professional development is being provided: Technology Learning Community and Issues and Strategies in Reading.

Evaluation

A minimum of eight enrichment activities will be provided for the students in this school, as verified by the activities calendar. Twenty-five percent of the students enrolled in elective classes, who regularly attend this school two or more marking periods, will participate in at least one enrichment activity such as the exhibition at the Miami-Dade Youth Fair, the Deering Museum Project, and Intergenerational activities, as verified by class rosters and activity rosters.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 10 STATEMENT:

J.R.E. Lee will demonstrate increased student achievement by showing improvement on student test scores through high quality instruction.

Needs Assessment

By the very nature of our at-risk student population, the cost for educating a student is significantly greater than the cost at traditional schools. Currently, there is no Return on Investment report available for this school; however, the cost of each student was \$19,680 on the most recent Florida Department of Education Financial Indicator Report (2004-2005). Additional services are provided in this school such as smaller teacher/student ratios; additional guidance services and paraprofessional support; additional school security; and additional transportation routes. Transportation costs are significant because students are bused an average of 25 miles each way.

From a business perspective, some may consider the costs of educating the at-risk students assigned to alternative schools as not being cost effective; however, Miami-Dade County Public Schools as a matter of policy does not expel students from school without providing an alternative educational service in lieu of expulsion.

Measurable Objective

J. R. E. Lee Opportunity School will increase learning gains by at least 5 percentage points in both mathematics and reading on the 2007 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	EESAC, Principal, Community Liaison	8/14/06	5/30/07	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, EESAC	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal	8/14/06	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

Department of Education Return on Investment Indicators

Professional Development

Staff will receive training on utilizing additional sources of funding such as grants and community partnerships.

Evaluation

Learning gains will be utilized to evaluate return on investment.

EESAC Compliance

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

Budget:

The EESAC recommends and monitors the expenditure of all school level budgets, including EESAC and FCAT Enhancement funds, to ensure that funds are allocated to support School Improvement Plan (SIP) objectives and strategies.

Training:

Throughout the year, EESAC has been involved in assessing staff development needs in general, and specifically the needs related to the School Improvement Plan (SIP). The EESAC Chair attended the SIP training with administrators. EESAC members receive ongoing training on the procedures that are required to have an effective and productive EESAC. Selected EESAC members, the chair, and administration attend District ESSAC training as it is provided.

Instructional Materials:

EESAC continues to be involved in seeking resources for completion of all proposed SIP objectives, including approving expenditures for school wide reading and the media center.

Technology:

Technology needs are discussed with EESAC and recommendations are solicited, particularly as they relate to the SIP.

Staffing:

The principal of the school discusses staffing with the EESAC, needs and recommendations are made by the council regarding the utilization of funds for part-time staff. A selection committee, which includes at least one EESAC member, interviews candidates for all positions.

Student Support Services:

The council continues to discuss and make recommendations regarding the utilization of funds for student services support in areas such as tutoring and truancy.

Other Matters of Resource Allocation:

While our EESAC funds are limited, EESAC has strongly supported the need for incentives for the school's PBS program.

Benchmarking:

Before the beginning of each school year, EESAC members and staff begin laying the foundation for the forthcoming SIP. Basic recommendations are made by the Council, committees are formed, and then all staff members join in the writing of the new plan. EESAC oversees the implementation and monitoring of the targeted goals and objective outlined in the SIP.

School Safety & Discipline:

The maintenance of a safe learning environment is of paramount importance to all stakeholders. To this end, all stakeholders, including EESAC, are involved in matters regarding safety, security, and discipline. Additionally, the Positive Behavior Support Team meets regularly to review, update, and monitor the implementation of the strategies designed to improve school discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$14,300.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$4,700.00
Goal 6: Discipline & Safety	\$5,000.00
Goal 7: Technology	\$375.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$6,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$36,675.00

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