
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7254 - Miami Douglas MacArthur North Senior High School

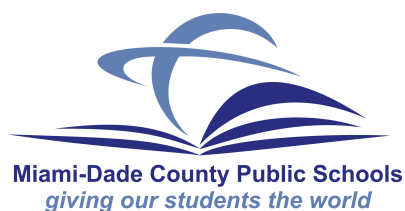
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Marion Rogers

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Douglas MacArthur North Senior High School

The primary foci of Miami Douglas MacArthur Senior High North from an administrative leadership level will be student performance results and stakeholder engagement, especially parental involvement. Student performance results will be realized via current initiatives coupled with training and individualized instruction via group pullouts, computer lab work, one-on-one tutoring and related student centered activities. Further, efforts will focus on stakeholder engagement with concerted efforts involving school/community liaison personnel, social worker, P.T.S.A., E.E.S.A.C., Open House, parent workshops and related venues in-house and community related.

Given instruction based on the Sunshine State Standards, students in grades 9-10 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-10 will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-10 will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 50 percent of the lowest 25 percent will make learning gains on the 2007 FCAT Assessment.

Given instruction based on the Sunshine State Standards, students in grades 9-10 will increase their mathematic skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematic Assessment.

Given instruction based on the Sunshine State Standards, Economically disadvantaged students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 56 percent of students at or above Achievement Level 3 on the 2007 administration of the FCAT mathematics Assessment.

Given instruction based on the Sunshine State Standards students in grades 9-10 will increase their Writing skills as evidenced by a minimum of 82 percent of students scoring at or above Achievement 3.5

on the 2007 administration of the FCAT writing Assessment.

Given instruction based on the Sunshine State Standards students in grades 11 will increase their science skills as evidenced by a minimum of 25 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Science Assessment.

Given an effort at parent communication, the Miami Douglas MacArthur Senior High North will improve communication as evidenced by an increase of 25 percent over the 2005-2006 case management report as compared to the 2006-2007 school year.

Given an emphasis on safety and discipline using the Code of Student Conduct, student's behavior will improve as evidenced by a 10 percent decrease in scams as compared with the scams of the 2005-2006 school year.

Given an increase in student's use of Plato Lab, one hundred percent of students at Miami Douglas MacArthur Senior High North will be involved in technology education as evidence by enrollment during the 2006-2007 school years.

Given instruction based on the Sunshine State Standards, twenty-five percent of Miami Douglas MacArthur Senior High North students will be counseled in a health related area by the end of 2006-2007 school year as evidence by the increase in student services scams.

Given the information that 34 percent of the senior class attending Miami Douglas MacArthur Senior High North fail to meet the graduation requirement in 2006, vocational career awareness activities will be increased by 5 percent in the 2006-2007 school year as compared to the 2005-2006 school year.

Ten percent of Miami Douglas MacArthur Senior High North students will increase their developmental scale score as evidence by the 2007 FCAT test score.

Miami Douglas MacArthur Senior High North will improve the graduation rate by 1 percent in 2007 and continue improving each year at least 1 percent until 2013, reaching total graduation levels.

The OPIS report indicates that staff can benefit from professional development training in Process Management and Strategic Planning. However, all OPIS categories will be addressed in our professional development activities.

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.

Miami Douglas MacArthur North Senior High School

VISION

The vision of the Miami Douglas MacArthur Senior High North faculty and staff seeks to establish an alternative education program that can serve as a model throughout the United States. Both practical and innovative instructional deliveries will be the emphasis driving the ultimate pursuit of our school's mission. Innovative data based instructional programs will be introduced to provide students with specific reading and math enhancement strategies that will ultimately increase our students' FCAT preparedness and independent living in a competitive global society.

MISSION

Miami Douglas MacArthur Senior High North is committed to meeting the needs of students that have not complied with the M-DCPS Student Code of Conduct policies and procedures. Our primary focus is to provide an academic setting that is conducive to addressing the needs of each student referred to our school throughof court recommendations, administrative placements, or voluntary assignments. Our faculty and staff consist of committed and dedicated employees who are relentless in their effort to insure that MacArthur North students receive the best opportunity to progress and make continued improvements in the areas of academic, social and emotional growth. In addition, we are also committed to the assurance that each and every member of the MacArthur North family has the safest and most secure facility in the entire school district. Hence, it is our ultimate mission that we achieve success through the consistent and ongoing positive reconditioning of student mind-sets as well as providing them with the best possible academic improvement to achieve success now and throughout their lives.

CORE VALUES

Appropriate behavior, basic life skills, academic potential, problem solving skills, career exploration, job skills and personal development are the primary philosophical values underlying the goals, objectives, activities, policies and curriculum of Miami Douglas MacArthur Senior High North.

School Demographics

Miami Douglas MacArthur Senior High North (MacArthur North) was named after General Douglas MacArthur, a five star general in the United States Army. Established in 1964, the school was rebuilt as a prefabricated temporary facility and relocated in 1989. MacArthur North, as it is informally known, is located on a 15 acre site at 13835 N.W. 97th Avenue in Hialeah Gardens, Florida. The co-educational program serves students in grades 9 through 12. It provides individualized instruction in smaller classes to compensate for the frustrations and anxieties of at-risk students who have not been able to function in conventional school settings because of social issues, developmental issues and academic deficiencies. Also, many of our students come from foster care or detention facilities. MacArthur North's enrollment averages about three hundred students; however, due to the nature of the students we serve, students are entering and withdrawing daily which accounts for several hundred units of service to a very broad population of students. The boundaries for MacArthur North encompass Miami Beach to the east and Medley city limits to the west. Because of the wide boundary, the school has no district and unified community. With the short length of each student's tenure, it is difficult to obtain a consistent commitment from parents to join the PTA/PTSA or volunteer at the school.

Miami Douglas MacArthur Senior High North (MacArthur) strives to provide students with an opportunity to perform at grade level academically, utilizing a non-threatening alternative delivery system which serves to restructure and modify present teaching strategies and simultaneously inspire student achievement, self-worth and dignity. Our students are challenged to excel as in the normal home school setting. We concentrate on small group instruction and behavior modification. We provide a standard curriculum, a learning disabled center, an emotionally handicapped unit and a vocational program, in spite of our limited technological capability. We comply with Sunshine State Standards and Competency Based Curriculum as evidenced by our lesson plans. The faculty participates in the Comprehensive Reading Plan and the USI Mathematics and Science initiative. We offer guidance, mental health counseling, conflict resolution training, peer mediation and support from county agencies to help meet the needs of our students. An after school tutoring class is available and career and vocational counseling is accessible. Instructional strategies include the PACES program of assessment, departmental planning and block scheduling.

The ethnic diversity of the staff and faculty is 80 percent Black, 5 percent Hispanic, 5 percent Anglo and 10 percent other. Further, there are 37 female staff members as compared to 34 males. At least, one third of the staff has advanced degrees with another one third in the process of earning advanced degrees. Student-wise, the ethnic breakdown is 85 percent Black, 14 percent Hispanic and 1 percent White. However, there will be a fluctuation in the student percentages due to the transient nature of the student population throughout the calendar year.

The major challenges for the administration relate to student attendance, which always hovers below sixty percent and school bus transportation issues, since all of our students depend upon such daily. Further, since the facility lacks an auditorium and gymnasium special programming and extra activities are limited. Unfortunately, our temporary prefabricated facility has become a permanent facility.

At the end of each school year, Miami Douglas MacArthur Senior High North's students will have changed negative behaviors to positive behaviors and the student body will display positive acts of responsibility, self esteem, sociability, honesty as well as academic improvement. The goals for the coming year will assist to elevate MacArthur North students academically and make positive impacts in the lives of the students we serve.

School Foundation

Leadership:

The school leadership is comprised of key stakeholders (administration, faculty, staff, parents, students, volunteers, etc.) that actively participate in meetings, seminars, workshops, and special activities that promote the goals and objectives of the school in a positive fashion. Further, surveys, parental contacts, EESAC meetings, Open House and other means of communication are used to evaluate and measure our efforts in on-going leadership endeavors. All these endeavors directly aid in realizing the mission and vision of the school while impacting the work environment in a way which positively ensures the smooth day to day operation of our facility.

The results of the Organizational Performance Improvement Survey indicates a category score of 4.0. More improvement can be made in developing a method to solicit more staff opinions.

District Strategic Planning Alignment:

In conjunction with the district our primary plan is serving our students to achieve and reach their fullest potential in a world of opportunity both emotionally and academically using measurable data has driven this faculty. Our objectives are to enhance and motivate student learning and prepare them for the world of work.

The results of the OPIS indicates a category score of 3.8 which shows a need for improvement.

Stakeholder Engagement:

Based on the OPIS snapshot, 77 percent of the 91 percent of responses to level of customer satisfaction were 4.0 and above, which shows a fairly high level of satisfaction with room for improvement.

Faculty & Staff:

This administration is committed to the Continuous Improvement Model. Based on the results of the 2006 FCAT scores using the team approach, success was achieved. We have implemented the use of a school-wide focus calendars with mini-assessments, coupled with numerous school wide activities. We have department and leadership meetings to assess, disaggregate test scores and monitor students process. Time lines are set to achieve goals with an instructional focus. Pullouts are used for tutorials. Vocational classes are used for enrichments of students.

Data/Information/Knowledge Management:

All accessible data and information relative to school performance are utilized. Based on the OPIS report, 90 percent of the staff stated they understood how to analyze the quality of their work in an objective manner. All staff received professional development training in the usage of interpreting data and usage in directing academic instruction.

Education Design:

The process management results on the OPIS report showed a category score of 3.8. Based upon performance data; the following factors are the guiding forces for the school:

- Focus Calendars
- Core Content Curriculums
- Pacesetter guides
- Lessons Plans
- Remediation activities
- Faculty Meetings
- Leadership Team Meetings

All guiding force entities are catalized by the Continuous Improvement Model and action research.

Performance Results:

Based on the Alternative Education Incentive Scorecard the following performance results were achieved;

- Adquate Progress of Lowest 25% in reading.....125%
- School Grade..... Passing
- Student Attendance rate41.4%
- Parent/Stakeholder Satisfaction.....45.8%
- Safety to Life inspections.....125%
- Graduation Rate.....

The Continous Improvement Model will be used to foster further success.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades 9 through 10 will improve their reading skills.

Needs Assessment

97 % of students scored at Level 1 on the 2006 FCAT. Based on FCAT results, tutorial activities should focus on main idea/purpose and reference/research. Based on 97 % of students scoring at Level 1 on the 2006 FCAT, a focus on reading comprehension improvement is needed. The 2006 FCAT indicated that Black, economically disadvantaged students in this school need improvement in Reading.

Based the results of the 2006 FCAT

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL 1 | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 9-10 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-10 will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-10 will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 50 percent of the lowest 25 percent will make learning gains on the 2007 FCAT Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|------------|
| | | START | END | | |
| Rotate students in the Plato Lab, to build reading skills, using research-based technology. | Principal Paraprofessionals | 8/15/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Administer a pre and post test to evaluate and monitor progress of all students. | Principal Reading Coach Language Art Department | 9/28/06 | 2/14/07 | District Strategic Plan | \$100.00 |
| Provide after-school tutorial opportunities for students as well as pull-outs. | Principal Reading Coach English Chair | 9/13/2006 | 5/30/07 | District Strategic Plan | \$25000.00 |
| Provide information to parents of strategies that can be used at home to support reading achievement through written correspondence, phone contacts, open house, school orientation, parent conferences, EESAC meetings and the media to extend learning opportunities for students. | Principal Reading Coach Reading Teacher Paraprofessional | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$100.00 |
| Administer Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT. | Principal, Asst. Principal, Test Chair | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |
| Implement research-based reading program | Principal, | 8/14/2006 | 5/30/2007 | District Strategic | \$0.00 |

| | | | | | |
|---|--|-----------|---------|----------------------------|-----------|
| (Read 180) and continue with Plato and Accelerated reader programs. | Reading Instructor, Reading Coach | | | Plan | |
| Monitor FCAT practice test for areas of improvement. | Principal, Reading Coach, Test Chair, Asst. Principal | 8/28/2006 | 5-30-07 | District Strategic Plan | \$0.00 |
| Examine weekly results from the research-based technology programs and disseminate results to teachers. | Principal, Reading Coach | 8/21/2006 | 5-30-07 | District Strategic Plan | \$0.00 |
| Infuse appropriate technology into the instructional delivery of the research based reading program to the degree that the budget allows. | Principal, Reading Coach, Reading Teacher | 9/11/2006 | 5-30-07 | District Strategic Plan | \$3500.00 |
| Infuse appropriate technology into the instructional delivery of the research based reading program to the degree that the budget allows. | Principal, Reading Coach, Reading Teacher | 9/11/2006 | 5-30-07 | District Strategic Plan | \$3500.00 |
| Conduct Test Talks with students to understand performance data and improve test results on the March 2007 FCAT. | Principal, Reading Coach Counselors | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |
| Incorporate Continous Improvement Model in all phases of curriculum and operational planning. | Principal, Asst. Principals Dept. Chairs | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Develop a benchmark focus calendar with bi-weekly standard assessments as outlined in the District Reading Pacing Guide. | Principal, Reading Coach | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |
| Provide all teaching staff with training that includes information about successful research-based instructional strategies for targeted student population (CRISS). | Principal, Reading Coach | 8/14/2006 | 5-30-07 | District Strategic Plan | \$0.00 |
| Assign students to teachers in which the most conducive testing environment and teacher/student relationships are to maximize student participation and performance on the March 2007 administration of the FCAT. | Principal, Test Chair | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |
| Utilize vocational teachers in core subject areas to reinforce interdisciplinary learning using team teaching and exposing students to job/careers. | Principal, Vocational Dept Chair, English Dept. Chair | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |
| Utilize vocational teachers in core subject areas to reinforce interdisciplinary learning using team teaching and exposing students to job/careers. | Principal, Vocational Dept Chair, English Dept. Chair | 8-14-06 | 5-30-07 | District Strategic Plan | \$0.00 |

| | | | | | |
|---|--|-----------|---------|----------------------------|----------|
| Use disaggregated data, to classify all students including those from all NCLB subgroups scoring at Level 1 and 2 in reading and place those students in intensive reading classes. | Principal, Counselors, Reading Coach | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Provide academic and enrichment for high achieving and advanced students above and beyond the standard curriculum. | Principal Reading Coach Activities Director | 8-14-06 | 5-30-07 | District Strategic Plan | \$200.00 |

Research-Based Programs

At Miami Douglas MacArthur North we offer a high-quality reading program which includes instructional materials that incorporate the five essential elements of reading instruction. The materials are research-based and address the specific reading deficiencies of students based on assessment results. Listed below are the research-based programs being used;

Read XL (state-adopted)

Reading and Writing Sourcebook (state-adopted)

Read 180

Project CRISS

Reading Advantage

Professional Development

Professional development will be provided by the Reading Coach and district personnel to include areas of professional growth for teachers at Miami Douglas MacArthur North school site:

Test data analysis

Reading comprehension strategies

Differentiated learning strategies

Cooperative learning strategies

Individualized lesson plans

Teachers will be encouraged to participate in professional development workshops/classes to enhance their professional acumen.

Evaluation

Formative evaluations are as follows:

- Focus calendar with weekly objectives across the curriculum and related classroom activities.
- Ongoing mini-assessments on a bi-weekly basis to determine progress.
- Teacher contracted classroom test.
- Weekly results of Plato lab participation
- Weekly classroom assessment in all reading classes.
- Ongoing interim district assessments.

Summative evaluations are as follows:

2007 FCAT Results

Mock FCAT Results

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades 10 through 12, students will improve their mathematic skills.

Needs Assessment

97 percent of students scored at level 1 and 2 on the 2006 FCAT.

Based on the 2006 FCAT results, instruction should be focused on all content strands of the mathematics FCAT.

Based on the developmental scale scores, 85 percent of students are in the lower scale of Level 1.

45 percent of the student population has special education status.

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 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 based on the Sunshine State Standards, students in grades 9-10 will increase their mathematic skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematic Assessment.

Given instruction based on the Sunshine State Standards, Economically disadvantaged students in grades 9-10 will improve their mathematics skills as evidenced by a minimum of 56 percent of students at or above Achievement Level 3 on the 2007 administration of the FCAT mathematics Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Use disaggregated data, identify students including those from all NCLB subgroups scoring at Levels 1 and 2 in mathematics and place those students in appropriate after school tutorial programs. | Principal, Mathematic Coach Math Instructor | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide professional development to all instructional personnel to infuse mathematic benchmarks throughout the curriculum. | Principal Mathematics Coach Math Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase hands-on activities using various learning strategies/cooperative group learning in grades 9-12. | Principal Mathematics Coach | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize math journals to include building math vocabulary. | Principal, Mathematics Coach Mathematic Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide professional development with continuous feedback. | Principal Mathematics Coach Math Teachers Asst. Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide professional development with continuous feedback. | Principal Mathematics Coach Math Teachers Asst. Principal | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Utilize vocational teachers in the core subject areas to reinforce interdisciplinary learning. | Principal Vocational Chair Cosmetology Family & Conscience Commerial Foods Teachers | 8/14/2006 | 5/30/07 | Inclusion | \$0.00 |

| | | | | | |
|--|---|-----------|-----------|------------------------------|-----------|
| Rotate student in the Plato Lab to build mathematic skills, using research-based technology. | Principal Mathematics Coach Math Teachers Paraprofessional | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Conduct Test Talks with students to understand performance data and improve test results on the March 2007 FCAT. | Principal Counselors Math Coach | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Teach test taking strategies and model assessment questions after the FCAT test. | Principal Mathematics Coach Math Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer of Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2006 administration of the FCAT. | Principal, Mathematics Coach Math Teachers Paraprofessional | 9/21/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Assign students to teachers in which the most conducive testing environment and teacher/student relationships are provided to maximize student participation and performance on the March 2007 administration of the FCAT. | Principal Test Chair | 8/14/2006 | 5/14/2007 | District Strategic Plan | \$0.00 |
| Utilize the Mathematics District Mathematics Pacing guide in all grade levels. | Principal, Mathematics Coach Mathematics Chair All Mathematics Teachers | 9/25/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Provide after-school tutorial opportunities for students as well as pull-outs. | Principal Mathematics Coach Mathematics Chair | 9/7/2006 | 5/30/07 | District Strategic Plan | \$2500.00 |

Research-Based Programs

The research-based mathematics program uses state adopted textbooks for mathematics:

Mathematics (Addison Wesley)

Florida Preparing for FCAT Mathematics Grade 10 (Williams/Williams)

Preparing fo the FCAT (AGS)

Algebra I (Holt)

Algebra I Workbook (Holt)

General Mathematics Textbook/Workbook (Heath)

Algebra I (Southwestern)

Algebra II (McDougal Littell)

Geometry (McDougal Littell)

Professional Development

- Infusing hands-on activities/manipulatives in the classroom
- Test taking/FCAT strategies
- Developing work stations within the classroom.
- Communication with parents.

Evaluation

Formative evaluations are as follows:

- Contras objectives with results of the 2007 FCAT Mathematics Test.

- Conduct bi-weekly assessments of the benchmarks, using the focus calendar.

- Conduct district interim assessments.

- Provide professional development in-service with continuous feedback.

- Provide professional development in the use of data to drive instruction.

Summative evaluations are as follows:

2007 FCAT Results

Mock FCAT Results

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Students at Miami Douglas MacArthur Senior High North will improve their writing skills as measured by the 2007 FCAT.

Needs Assessment

Combined results of 10th grade students indicated that 19 percent of the students tested were below the 3.0.

60 percent of 10th grade students fall below the score of 3.0 on expository writing.

56 percent of 10th graders scoring 3 plus.

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 based on the Sunshine State Standards students in grades 9-10 will increase their Writing skills as evidenced by a minimum of 82 percent of students scoring at or above Achievement 3.5 on the 2007 administration of the FCAT writing Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Disseminate information to parents to encourage writing and reading in the home. | Principal, English Teachers | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Encourage students to write journals and maintain a portfolio of the best work. | Principal, All Teachers/Instructors | 8/14/2006 | 5/30/2007 | Academic Teams | \$0.00 |
| Assign an essay question with a writing prompt in the assessment plan of each discipline. | Principal, Entire School | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Require students to provide an essay indicating what they have learned and/or corrected inference to their behavior. Included are their behavior goals. | Principal, English Teachers, Student Services Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct Test Talks with students to understand performance data and improve test results on the March 2007 FCAT. | Principal, Counselors | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Administer Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT. | Principal, Test Chair | 8/14/2006 | 6/1/2007 | Continuous Improvement Model | \$0.00 |
| Use disaggregated data, to identify students including those from all NCLB subgroups scoring in writing and place those students in appropriate in-school and after school tutorial programs. | Principal, Test Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Assign students to teachers in which the most conducive testing environment and teacher/student relationship are to provide maximum student participation and performance on the March 2007 administration of the FCAT. | Principal, Test Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Provide after-school tutorial opportunities for | Principal, | 12/7/06 | 5/30/07 | District Strategic | \$11000.00 |

| | | | | | |
|--|---|-----------|-----------|----------------------------|----------|
| students as well as pull-outs. | Mathematics Coach, Mathematics Chair | | | Plan | |
| Institute daily writing prompt activities for all students across the curriculum that will be monitored by teachers. | Principal, All Teachers, Test Chair | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$200.00 |

Research-Based Programs

- The use of State adopted text Sourcebook will be used to enrich the learning with Journalism Matters
- Elements of Literature with Active reader Practice Book
- Research-based writing assignments in the various subject areas

Professional Development

The District Language Arts training in writing across the curriculum is scheduled for January 2007. All teachers have been trained in the District CRISS training.

Evaluation

Formative evaluations are as follows:

- Weekly assessments of students writing prompts (Using FCAT rubrics)
- Feedback from parents as information and home learning activities are disseminated
- Classroom assessments from students written work (Using FCAT rubrics)
- School-wide writing contest based on a given writing prompt (Using FCAT rubrics)

Summative evaluation is as follows:

- 2007 FCAT Results
- Mock FCAT Results

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Students at Miami Douglas MacArthur Senior High North will master science skills as evidence by the 2007 FCAT Science Assessment.

Needs Assessment

Based on results in the FCAT 2006 science content areas, a majority of the students scored at the lowest level.

Most students enter without having exposure to advanced science curriculum.

97 percent of students are in Level 1 in both reading and mathematics.

The Earth/Space percentage score for MacArthur was 3% as compared to 5% and 6% by the District and State, respectively.

The scientific thinking percentage score for MacArthur North was 4% as compared to 6% and 7% for the District and State, respectively

The physical/chemical percentage score for MacArthur North was 4% as compared to 5% and 6% by the District and State, respectively.

Measurable Objective

Given instruction based on the Sunshine State Standards students in grades 11 will increase their science skills as evidenced by a minimum of 25 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Science Assessment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|---------------------------------|------------|
| | | START | END | | |
| Utilize the Science District Pacing guide in grades 9-11. | Principal, All Science Teachers, Department Chair | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Infuse reading strategies within the science content | Principal, Reading Coach, Science Chair, Science Teachers, Paraprofessional | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Administer of Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT. | Principal, Test Chair, Asst. Principal | 8/14/2006 | 5/1/2007 | District Strategic Plan | \$0.00 |
| Provide after school tutorial opportunities for students as well as pull-outs. | Principal, Department Chair, Science Teacher | 9/11/2006 | 5/30/07 | District Strategic Plan | \$25000.00 |
| Assign students to teachers in which the most conducive testing environment and teacher/student relationship are to provide maximum student participation and performance on the March 2007 administration of the FCAT. | Principal, Test Chair | 8/14/2006 | 5/1/2007 | District Strategic Plan | \$0.00 |
| Conduct Test Talks with students to understand performance data and improve test results on the March 2007 FCAT. | Principal, Counselors | 8/14/2006 | 5/1/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

-Research-based state adopted text in Science are used.

Challenge The FCAT

Florida FCAT for 10th Grade Science

FCAT Science Dailies - Reading First Through Science

Integrated Science I

Earth Science: Geology The Environment and the Universe

Physical Science with Earth Science

Biology: The Dynamics of Life

-Research-based State Mock Science examinations are used.

Professional Development

-District provided professional development on parental support scheduled for the 2006-2007 school year

-Professional Development using hands on techniques

-Professional Development utilizing disaggregated data to identify areas to assist students

Evaluation

Formative evaluations are as follows:

-Utilization of classroom and mock science test to drive instruction

Summative evaluations are as follows:

2007 FCAT Results

Mock FCAT Results

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Miami Douglas MacArthur Senior High North will continue improving parental contacts of all students as measured by school documents.

Needs Assessment

All students assigned to Miami Douglas MacArthur Senior High North have shown the need for greater parental involvement based on AIP's, IEP's and related documents.

Case management reports indicate that an increase in parent conferences is needed to be in-line with the number of suspensions.

School climate surveys indicated that parental participation is low with only 1 percent of the forms returned by parents.

Schools with active parental participation produce greater learning gains.

Measurable Objective

Given an effort at parent communication, the Miami Douglas MacArthur Senior High North will improve communication as evidenced by an increase of 25 percent over the 2005-2006 case management report as compared to the 2006-2007 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|-----------|---------------------------------|-----------|
| | | START | END | | |
| Refer parents to the District Parent Academy. | Marion L. Rogers, Principal Entire faculty and staff | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Reduce suspensions by increasing parental conferences. | Marion Rogers, Principal Jo Stovall, Asst. Principal Jose Trubeba, Asst. Principal Mark Scriven, Admin. Asst. | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Conduct an Open House in a location more convenient for parents. | Marion Rogers, Principal Desiree Jenkins, Activities Director | 9/14/2006 | 9/14/2006 | District Strategic Plan | \$0.00 |
| Include home learning activities that will involve parental participation via signed document. | All Instructors | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| Distribute letters to parents bi-weekly to encourage school participation | Desiree Jenkins, Activities Director Nelson St. Fleur, English Dept. | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$1400.00 |

Research-Based Programs

National PTA Standards for Parent and Family Involvement Program

Professional Development

- Parent Conference training
- Roll Book training
- Classroom projects involving parental participation

Evaluation

Formative evaluations are as follows:

- Compare the number of parental conferences from the 2005-2006 school years, with the 2006-2007 school years

- Compare the number of parents that attend the open house this year relative to the past year

- Compare the number of projects with parental involvement this year relative to the past year

Summative evaluation is as follows:

2007 FCAT Results

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

District Strategic Plan

| | | | | |
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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:

To enhance the safety of students and staff; increase the quality of the learning environment; to eliminate incidents of violence; drugs; vandalism, and truancy.

Needs Assessment

-Climate survey indicates that 29 percent of students feel unsafe

-Student case management forms relating to discipline and safety issues indicate the need for corrective actions

-Attendance reports average below sixty percent, thus indicating a need for improved attendance

Measurable Objective

Given an emphasis on safety and discipline using the Code of Student Conduct, student's behavior will improve as evidenced by a 10 percent decrease in scams as compared with the scams of the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|------------------------------|------------|
| | | START | END | | |
| Enforce building code enforcement regulations. | Principal, Asst. Principal | 8/14/2006 | 6/1/2007 | Communities of Practice | \$0.00 |
| Make necessary structural repairs. | Principal, Asst. Principal | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Initiate intense parental contact/training. | Principal, Counselor, Asst. Principal | 8/14/2006 | 6/1/2007 | Community Partnerships | \$0.00 |
| Develop alternative methods of correcting behavior prior to suspension. | Principal Leadership Team EESAC | 8/14/2006 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Develop alternative methods of correcting behavior prior to suspension. | Principal Leadership Team EESAC | 8/14/2006 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Engage in more intensive group and individualized counseling. | Principal, School Psy., Entire Student Services Dept. | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Initiate a revamping of security staff | Principal, Asst. Principal | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$30000.00 |

Research-Based Programs

Professional Development

Behavioral Modification workshops

Classroom Management workshop

Learning Styles workshop

Melissa Institute

Professional Improvement Plan

Evaluation

Formative evaluations are as follows:

-SCAM Report

Summative evaluation is as follows:

-SCAM Report

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 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 7 STATEMENT:

Students will acquire technology readiness skills for independent living.

Needs Assessment

-Ninety-six percent of Miami Douglas MacArthur Senior High North are level 1 and level 2 on the FCAT test

-Low participation in FCAT Explorer and related programs

-Less than three computers in each classroom

-Need to upgrade computer software for access to programs

-Need for upgraded computer to sustain current software programs

Measurable Objective

Given an increase in student's use of Plato Lab, one hundred percent of students at Miami Douglas MacArthur Senior High North will be involved in technology education as evidence by enrollment during the 2006-2007 school years.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|-----------|-----------|----------------------------|------------|
| | | START | END | | |
| Initiate technology to be used across the curriculum. | Principal, Math Chair, English Chair, Vocational Chair, Soc.Studies Chair Alexander Pope, Science | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Increase student's access to the media center. | Principal, All Instructional Staff, | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Enroll students in business education classes as required for graduation and skill development. | Principal, Counselor | 8/14/2006 | 5/30/2007 | School-to-Career | \$0.00 |
| Schedule giving them opportunities for remediation and technology skills development. | Principal, Test Chair, Paraprofessional | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Provide every classroom with access to computer technology and upgraded computer software. | Principal, Asst. Principal | 8/14/06 | 6/1/07 | District Strategic Plan | \$43844.00 |

Research-Based Programs

- FCAT Explorer
- Plato Lab
- Business Education state adopted text
- Century 21 Computer Applications and Keyboarding

Professional Development

-Technology Education training scheduled through the year in conjunction with staff meetings and early release days

Evaluation

Formative evaluations are as follows:

-Compare overall school technology capabilities in 2006 with 2007

-Comparison of FCAT Explorer usage in 2006 with 2007

-Comparison of student Plato lab participation in 2006 with 2007

Summative evaluations are as follows:

2007 FCAT Results

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Miami Douglas MacArthur Senior High North will provide 90 percent of students with health and physical fitness classes as mandated by the state.

Needs Assessment

-Review of master schedule

-Observation of student food selections in cafeteria line and item consumptions indicate nutritional concerns.

Measurable Objective

Given instruction based on the Sunshine State Standards, twenty-five percent of Miami Douglas MacArthur Senior High North students will be counseled in a health related area by the end of 2006-2007 school year as evidence by the increase in student services scams.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|-----------|----------|-------------------------|--------|
| | | START | END | | |
| Counselors will provide small group activities in drug abuse, and teenage parenting. | Principal, Counselors | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Encourage student enrollment in health and fitness classes. | Principal, Counselor Physical Ed. Teacher | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

State adopted textbooks

Professional Development

Community resources guide

Drug Prevention workshops

Crisis Intervention Training

Smoke Prevention activities

Evaluation

Formative evaluation is as follows:

-Student case management form statistics as compared to the 2006 school years will increase

Summative evaluation is as follows:

2007 FCAT Results

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Miami Douglas MacArthur Senior High North endeavors to prepare our students for vocational careers and higher learning in a clean and beautified facility that fosters pride and motivation in an environment conducive to learning.

Needs Assessment

Climate survey indicates a need for improvement in the area of facility maintainance.

Data from exit interviews.

Data from the student performance indicators.

Measurable Objective

Given the information that 34 percent of the senior class attending Miami Douglas MacArthur Senior High North fail to meet the graduation requirement in 2006, vocational career awareness activities will be increased by 5 percent in the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|-----------|
| | | START | END | | |
| Sponsor a career fair to expose students to various job opportunities. | Principal, Career Specialist, Counselor | 1/8/2007 | 3/30/2007 | District Strategic Plan | \$0.00 |
| Sponsor a college fair to expose students to various higher learning opportunities. | Principal, Career Specialist, Counselor | 11/3/2006 | 3/30/2007 | District Strategic Plan | \$0.00 |
| Provide students with a course recovery lab. | Principal, Business Ed. Teacher, Counselor | 1/8/2007 | 5/30/07 | District Strategic Plan | \$8000.00 |
| Establish a beautification committee comprised of stakeholders to maintain a aesthetically pleasing campus. | Principal, Head Custodian, Asst. Principal | 9/18/2006 | 5/30/07 | District Strategic Plan | \$2000.00 |

Research-Based Programs

FCAT

Professional Development

Test Data Analysis Workshop

Career Development workshops

Building Self-esteem strategy workshop

Evaluation

Formative evaluations are as follows:

The student performance indicators.

Climate Surveys

Summative evaluation is as follows:

2007 FCAT results

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ninety percent of students at Miami Douglas MacArthur Senior High North will improve their developmental scale score by forty-five percent.

Needs Assessment

- Ninety-six percent of students are level 1 or 2 on the 2006 FCAT test
- Over eighty percent of students receive free or reduced lunch
- All students are assigned by the district from neighborhood schools
- All students are bused into the school/no local transportation in the area
- Students enter and exit at various intervals throughout the year
- Research-based reading program like Read 180 is needed
- Expanded period in the Plato Lab is needed
- Decreased access to the vocational programs requiring a need for a seventh period

Measurable Objective

Ten percent of Miami Douglas MacArthur Senior High North students will increase their developmental scale score as evidence by the 2007 FCAT test score.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|--|-----------|-----------|----------------------------|--------|
| | | START | END | | |
| Develop staff professional development workshops as determine by FCAT data. | Jo Stovall, Asst. Principal Walter Dennis, Test Chair | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Formulate individualize instruction of students. | All Instructional Staff | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00 |
| Disseminate information to parents to encourage writing and reading in the home. | All Instructional Staff Sandra Perkins, Reading Coach | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |
| Identify students using disaggregated data including those from all NCLB subgroups at/or below level three in writing and place those students in appropriate in-school and after-school tutorial programs. | John Thompson, Counselor Jo Stovall, Asst. Principal Norma Everton, Media Specialist | 8/14/2006 | 6/1/2007 | District Strategic Plan | \$0.00 |

Research-Based Programs

Student Performance Indicators

Climate Survey

Professional Development

Leadership workshops

Test Analization Workshops

Continuous Improvement Workshops

Grant Writing Workshops

Budget Training inservices

Evaluation

The following are formative methods of evaluating how the school return on Investment will improve by the end of the school year

- EESAC Committee monitoring
- Site Visitations
- Quarterly Reports
- District Monthly Review
- Final Assessment

Summative evaluation is as follows:

- FCAT Test results of 2006-2007

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

Miami Douglas MacArthur Senior High North will graduate all 12th grade students and have them prepared for the world of opportunities.

Needs Assessment

The schools graduation rate is 66 percent in 2006.

The attendance rate which hovers around 60 percent is a negative factor relative to the graduation rate.

Being that ninety-seven percent of our students scored at level one on the 2006 FCAT, this illustrates the need for more individualized remediation/instruction.

Measurable Objective

Miami Douglas MacArthur Senior High North will improve the graduation rate by 1 percent in 2007 and continue improving each year at least 1 percent until 2013, reaching total graduation levels.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|-----------|---------|----------------------------|--------|
| | | START | END | | |
| Provide individual and group counseling sessions as indicated by monthly calendar. | John Thompson, Counselor Susan MacDougall, Counselor Gillian O'Neill, Counselor Jean Brown, Counselor Carol Turner, Career Specialist Elizabeth Mitchell, Social Worker | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Provide each student with a credit history advisement session. | John Thompson, Counselor Susan MacDougall, Counselor Gillian O'Neill, Counselor | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Utilize the work experience program to prevent student dropout. | John Thompson, Counselor Susan MacDougall, Counselor Gillian O'Neill, Counselor Jean Brown, Counselor Carol Turner, Career Specialist Elizabeth Mitchell, Social Worker | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |
| Conduct individual test talk sessions in preparation for FCAT testing with all students. | John Thompson, Counselor Susan MacDougall, Counselor Gillian O'Neill, Counselor | 8/14/2006 | 5/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

Credit Recovery

Professional Development

Learning Style Workshops

Graduation Requirement Inservice

Career Development activities

College Fair

Evaluation

Formative evaluations are as follows:

Graduation rate based on the 2007 graduation class

Monthly Case management report

Increase in daily attendance rate.

Summative evaluation is as follows:

2007 FCAT results

EESAC Compliance

| YES | NO | |
|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" 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:

There is a sub-committee within EESAC that oversees the budget; however the budget allocation is pending.

Training:

Introduction to EESAC policies and procedures

Public Relations

Instructional Materials:

There is a sub-committee within EESAC that supervize and monitors the instructional materials. They also make recommendation toward funding when item are bought to the committee by staff members.

Technology:

The EESAC has a technology committee, however we have had little funds to initalate changes in the school.

Staffing:

EESAC is composed of elected officials from a general stakeholder population of which faculty and staff are members. The EESAC committee plays an intricate part in the selection of staff, programs and activities to enhance the learning environment at our school.

Student Support Services:

EESAC committee reviews student services data to make recommendations for the improvement of service delivery to the student population.

Other Matters of Resource Allocation:

EESAC provide several services to the school:

- Attendance improvement incentives
- Awards program (academics)
- Behavior improvement awards
- Field trips and special events
- Principals Book Club

Benchmarking:

The following goals have been set:

- A minimum of eight calendar meetings
- Encourage an increase in parental participation
- Encourage an increase in volunteer participation
- Expand private and community sector participation
- Promote academic growth among students.

School Safety & Discipline:

EESAC committee sponsors:

- School Discipline committee
- School Safety committee
- School Public Relations committee

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---|---------------------|
| Goal 1: Reading | \$32,400.00 |
| Goal 2: Mathematics | \$2,500.00 |
| Goal 3: Writing | \$11,200.00 |
| Goal 4: Science | \$25,000.00 |
| Goal 5: Parental Involvement | \$1,400.00 |
| Goal 6: Discipline & Safety | \$30,000.00 |
| Goal 7: Technology | \$43,844.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$10,000.00 |
| Goal 10: Return On Investment | \$0.00 |
| Goal 11: Graduation (High Schools Only) | \$0.00 |
| Total: | \$156,344.00 |

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