SCHOOL IMPROVEMENT PLAN
2006-2007

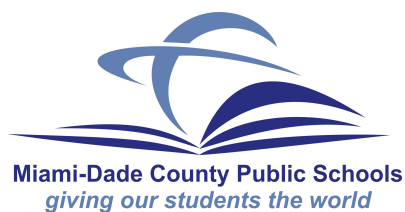*School Name:*　　　*7371 - Robert Morgan Educational Center*

FeederPattern:　　*Adult/Vocational Ed.*

Region:　　　　　*Regional Center VI*

District:　　　　 *13 - Miami-Dade*

Principal:　　　　*GREG ZAWYER*

Superintendent:　 *Rudolph F. Crew, Ed.D.*

Miami-Dade County Public Schools
giving our students the world

SCHOOL IMPROVEMENT PLAN
EXECUTIVE SUMMARY

Robert Morgan Educational Center

Robert Morgan Educational Center strives to offer the best educational experience "Setting Our Sails to Excellence" for students by providing a rigorous college preparatory curriculum, relevant to the world of work and business, through the Career Education Academies. In order to accomplish this, the school must continually improve itself, relearn, reorganize, and remain flexible and agile. Special features Robert Morgan offers are: dual enrollment college courses in addition to Advanced Placement and Honors level high school courses; Florida Bright Future's Certificate Track; opportunity to achieve a high school diploma and a certificate/license in a career field; dual enrollment in Advanced Placement courses and Virtual School; opportunities for a mentorship in the Junior and Senior year; national award winning technology programs; an excellent professional and experienced body of educators; postsecondary programs offering continuity in selected fields of study; college campus environment with state-of-the-art laboratory classrooms; required academy uniforms; and outstanding business/industry contacts, affiliations, and partners. The OPI Snapshot shows the highest item response by staff at RMEC is "I know who my most important customers are," Demonstrating the school is focused and values the education of its students above all else.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will demonstrate mastery mathematics levels as evidenced by 75 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will demonstrate mastery mathematics levels as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will demonstrate mastery level writing skills as evidenced by 84 percent of students scoring a 3.5 or above on the 2007 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, 50 percent of the students in grade 11 will score at Level 3 or higher on the 2007 FCAT Science test.

Given the district initiative to make student grades available to parents online, Robert Morgan Educational Center will document 50 percent of the parents utilizing the online student report card.

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce its suspension rate by 1% as documented by comparing the 2006-2007 suspension rate to the 2005-2006 suspension rate.

Given the need for technological expertise in all areas, Robert Morgan Educational Center will implement a school-wide training for teachers on the Student Performance Indicators (SPI) to be documented by 100 percent teacher attendance on sign-in sheet.

Given the physical education requirements, Robert Morgan will increase the FITNESSGRAM Award Winners from 40 percent to 80 percent when comparing the 2006-2007 to the 2005-2006 School year FITNESSGRAM scores.

Given 100 percent of the RMEC student population is enrolled in self-selected career academy programs, 90 percent of the students will pass their academy class as measured by the final 2006-2007 career academy grades.

Given the District Core Value to achieve organizational performance, Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

Given district and state high school graduation requirements, 97 percent of the Robert Morgan Seniors will graduate in four years as documented by the district generated graduation list.

Given instruction based on the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in career training programs will improve their skills as evidenced by a one percent

increase in Occupational Completion Points (OCPs) earned during the 2006-2007 school year when compared to the 2005-2006 school year as documented in the District Generated OCP Summary Report.

Given instruction based on the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in Adult Basic Education programs will improve their skills as evidenced by a one percent increase in Literacy Completion Points (LCPs) earned during the 2006-2007 school year when compared to the 2005-2006 school year as documented in the District Generated LCP Summary Report.

The Organization Snapshot survey shows RMEC's lowest feedback categories are Process Management (3.7) in 2005-2006 and (3.8) in 2006-2007. This is a positive trend. Strategic Planning was (3.5) in 2005-2006 and (3.4) in 2006-2007 demonstrating a negative trend. Leadership was the next lowest category with 3.8 on the 2006-2007 results. The lowest ranking Snapshot items were: (a) I know how well my organization is doing financially (2.8); (b) As it plans for the future, my work location asks for my ideas (3.0); and (c) My work location asks me what I think (3.1). As a result, the Administrative and Leadership Teams set goals to improve the Listening and Learning feedback processes.

Robert Morgan Educational Center must be agile and responsive to changing performance expectations mandated by the district, state, and national regulatory bodies. Most of all, the school should listen to the voice of its customers, RMEC's students and parents. Decisions, objectives, goals, and processes must be continuously scrutinized for efficiency and the impact of adding educational value to the student customer.

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.

Robert Morgan Educational Center

VISION

Setting Our Sails to Excellence

MISSION

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

CORE VALUES

Robert Morgan Educational Center's Core Values are: Accountability, Citizenship, Flexibility, Integrity, Organizational and Personal Learning, Positive Atmosphere and Culture, Preparing Students, Professionalism, Pursuit of Excellence, Respect, and Valuing All Stakeholders

School Demographics

Robert Morgan Educational Center is a School of Choice and college preparatory comprehensive Career Academy High School along with a comprehensive Postsecondary Career Educational Training Center. The Eight Academies are the Academy of Engineering which has the Engineering Technology and the Architectural and Engineering Design programs; The Performing and Visual Arts Academy, which has the Music for Stage and Screen program, Sound and Recording Engineering, Drama, Chorus, and Dance programs; The Academy of Information Technology and Business Services, comprised of Cisco Networking, Web Design, Oracle Internet Programming, International Business, Computer Electronics Technology, and Electronic Technology programs; The Academy of Design Arts and Entertainment, which has TV Production and Journalism, Printing/Digital Publishing, Commercial Art Technology, and Graphic Animation programs; The Academy of Specialty Service Industries, which has Cosmetology, Culinary Arts, and Early Childhood Education, The Academy of Hospitality Management and Tourism program; The Academy of Career Technical Services which has the Automotive Collision Repair and Refinishing, Automotive Youth Education Systems (AYES), Major Appliance Repair, Heating, Ventilation and Air Conditioning Technology (HVAC), Welding Technology, and Diesel Technology programs; and The Academy of Health Sciences which has Sports Medicine, Dental Aide Technology, Medical Assistant, Nursing Assisting/Introduction to Practical Nursing, and Veterinary Assisting programs. A student must have at least a 2.0 academic average, good conduct grades, good attendance, and meet the requirements of their perspective academy to be accepted as a student at Robert Morgan. The enrollment of the postsecondary and secondary is approximately 4000 students with 2518 in secondary and 1500 in postsecondary. Students are enrolled in a variety of 16 Advanced Academic programs, Honors, Gifted, Regular Academic programs, 32 Career Education Strands, ESE, ESOL, and Postsecondary Programs. Robert Morgan Educational Center's overall student demographic population is composed of approximately 22 percent African American, 58 percent Hispanic, 18 percent White, and two percent other with a ratio of nineteen students for every teacher in the secondary programs. RMEC has 44 percent of its students in the Free and Reduced Lunch category. The Postsecondary school has 853 students in the Career Education Programs, 502 in the ESOL programs, 19 in Community Education classes, 48 in Students with Disabilities training, and 67 in the Adult Basic Education Program. The secondary school has 300 students in gifted classes, 2000 students in regular education classes, 25 in ESOL, 200 ESE students.

Robert Morgan Educational Center provides a variety of experiences within the Academy curriculum that is challenging, relevant, and meets the needs of the student body by offering the choice of eight School-to-Career Academies affording students the privilege of choice to attend postsecondary colleges, universities, technical schools as well as enter the new millennium workforce. The main components and foundation of Robert Morgan's School-to-Career Programs are derived from: I Choose High Schools, High Schools That Work, Tech Prep by which students receive a rigorous integrated academic curriculum relevant to the real world, and Work Based Learning where students obtain practical core experience in a workplace setting. These initiatives and their respective curriculum seamlessly connect the school to the world of work and life long learning. Robert Morgan Educational Center's highly skilled and qualified Human Resources build the foundation for the school's continuous quality vision of Setting Our Sails to Excellence.

Human Resource data show the school employs eight administrators, three coordinators, one activities director, two lead teachers, one CAP advisor, one career specialist, one trust counselor, six counselors, one job placement specialist, 175 full-time instructors, 50 part-time instructors, three IT, two paraprofessionals, 34 custodial staff, twelve security guards, one school policeperson, 35 clerical staff (includes officer manager and treasurers), and 20 cafeteria service employees. The staff is highly trained, educated, and has an average of 12 years of experience in education, business, and industry. RMEC's staff holds seven Doctorate degrees, 19 Specialist degrees, 75 Masters degrees, 175 Bachelors or Equivalent Ranks, 32 Associate degrees, and 8 Board Certified instructors. The average salary is $45,739.

The student teacher ratio is 19 students to one instructor.

The South Campus was completed on November 28, 1978 at the cost of $11,156,250. The North Campus was first opened for students in August of 2003 at a cost of $38,000,000. The entire facility/plant is 625,000 square feet. The 32 acre parcel was allocated to the School Board by the Federal Government when it was a part of the Richmond Naval Air Station.

The school's overall operating budget for the 2005-2006 school year was approximately $5,900,000 for the high school and $7,100,000 for the postsecondary program. This does not include over $100,000 in special grants such as the SAVES and Family Literacy Programs. The school has an equipment inventory assessed at $9,500,000 as verified by the most recent Property Control Audit dated June 12, 2006. In addition to School Board purchased equipment, RMEC has several educational and industry partnerships making substantial contributions to the school. I CHOOSE has awarded Robert Morgan with $140,000 in grant money. The school's Honda Pact Program has received over $5,000,000 worth of equipment, cars, special tools, and training materials from American Honda Corporation. The Maytag and Whirlpool Programs have also donated over $3,000,000 in equipment, special tools and materials to the school's Major Appliance Repair Program. The new high school campus was completed in August 2003.

By "Setting its Sail to Excellence" Robert Morgan Educational Center strives to listen and learn from its customers, the students and parents, address their concerns of safety and quality education, deploy a rigorous and relevant curriculum, balance the needs of all stakeholders, create a professionally challenging and rewarding environment for the staff, encourage teamwork, continuously improve all processes, and maintain organizational agility by communicating, aligning, and integrating all changes through the entire organization as well as with RMEC's partners and stakeholders.

School Foundation

Leadership:

The Principal, the Administrative Team, and the Leadership Team set the vision for the school by empowering the staff to use the continuous improvement model of plan, do, study, and act. The 2005-2006 strategic planning process began with a retreat in August of 2005 before school started. During this retreat, suggested changes and goals were discussed, ranked, and evaluated for risk of success or failure. Each year the leadership team sets and deploys the direction for the school year based on listening and learning from all stakeholders, strategic planning, SWOT analysis, and the school's mission, vision, core values. The leadership team gathers suggested changes from various two-way communication methods such as the OPI Snapshot Survey, student focus groups, school site parent, staff, and student surveys, suggestion boxes, administration open door policy, the school web site, voice mails, emails, electronic newsletters, memos, the school newspaper, master calendar, TV announcement scroll, and closed circuit, state-of-the-art TV studio producing advertisements and announcements which helps the leadership team set and communicate the direction for the school. Leadership, Academy, and Departmental meetings also encourage an empowered and informed staff.

District Strategic Planning Alignment:

Robert Morgan Educational Center's goals and objectives are aligned to the district, state, and federal goals and objectives. Employees are involved in the development of goals through the EESAC, Administrative Team, Leadership Team, Academy leaders and Department chairpersons who gather feedback from their teams and shape their objectives and strategies based on data driven feedback, analysis of test scores, class grades, student behavior, and student attendance. Quality improvement processes and tools used are SWOT Analysis, brain storming, fishbone problem solving, Affinity Diagraming, fishbone, and PDSA. For example, the OPI Snapshot shows the two lowest scoring categories are Strategic Planning and Process Management. The Administrative Team implemented a strategic planning retreat to improve its strategic planning process. As a result, the administrative team is analyzing its key value creation processes which are most important to maximizing student success at RMEC.

Stakeholder Engagement:

RMEC has 75 Dade Partners who have donated over $300,000 during the 2005-2006 school year. Industry advisory committees work closely with career education and academy education instructors to ensure curriculum alignment. As a result RMEC students are highly valuable and marketable in their industries of choice.

Results of the Robert Morgan 2005-2006 School Climate Survey show a 49 percent student return rate. Overall students gave Robert Morgan a "B-" grade. Ninety-one percent of the students strongly agreed or agreed their school was safe and 85 percent responded violence was not a problem at Robert Morgan. Both of these measures show positive trends. The majority of students at Robert Morgan responded positively to most of the items on the School Climate Survey. The item showing the greatest opportunity for improvement was "adults at my school care about me as an individual" to which 74 percent of the students responded in the negative or undecided. Other opportunities for improvement are: "My teachers make learning fun and interesting", 72 percent responded negativly and "I like coming to my school" to which 58 percent of the students responded negatively".

The parents' response rate was only 17 percent. Robert Morgan's strengths with parents are: 87 percent of the parents agree the school is safe and secure; 73 percent of the parents responded the teachers are friendly and easy to

talk to; 82 percent responded the teaching was effective in reading; and in the NCLB ESOL subgroup, 86 percent of the parents responded their student was being taught to speak and write correctly in English. The lowest score or the greatest opportunity for improvement is 35 percent of the parents agree the school is overcrowded to the degree it affects learning.

Faculty & Staff:

As a comprehensive Academy high school and a School of Choice, the entire foundation, school culture, and organizational structure of Robert Morgan Educational Center is based on the team approach. Every staff member is on at least two teams: an Academy team organized around a Career Education curriculum, a department team organized by core curriculum, a leadership team composed of Academy Leaders, Lead Teachers, and Department Chairpersons, and the Administrative team composed of the Principal, Assistant Principals, Coordinators, and the Activities Director. The EESAC is a cross stakeholder team composed of parents, students, business partners, and staff which participates in the Strategic Planning process and makes money allocation decisions.

Results from the 2006 Faculty Staff Survey show financial operations, communication, and the school's processes offering the greatest opportunities for improvement. "I know how well my organization is doing financially" was the lowest scoring item followed by "My organization removes things that get in the way of progress" and "As it plans for the future, my organization asks for my ideas."

Data/Information/Knowledge Management:

To support the Vision, Mission and to become a learning organization; Robert Morgan has created an approach to management-by-fact culture, integrating technology as its key knowledge management tool. The IT department provides the technology infrastructure (hardware, software, network, wireless network, email, closed circuit TV, electronic gradebook, and voice mail). This infrastructure ensures data, information, and school knowledge are available and accessible to faculty, staff, students, parents, stakeholders, suppliers, and partners. Students and employees access information, applications, and data via networked computers located in classrooms, computer labs, home, and administrative offices. Parents, the community, and business partners access information via the school's two Web sites. Students and parents can access student grades using the electronic gradebook. The Automated calling system informs parents of upcoming meetings, conveys important information such as FCAT testing days, and when their student is absent from school. Several types of information residing in the district's data systems and accessable from Robert Morgan, are subject to strict confidentiality laws (e.g., student grades, discipline referrals, free lunch students) and/or represent highly sensitive information (e.g., financial data, employee performance evaluations/salaries). To access sensitive data on restricted systems, individuals have to be approved by the principal and entered into the system with a password.

Education Design:

The formalized processes that drive the school are: Critical Friends, Plan, Do, Study, Act (PDSA); the Strategic Planning Process of (SWOT)--Strengths, Weaknesses, Opportunities, and Threats; internal funds accounting practices; and the core Pedagogy and Andragogy process of Asses, Design, Develop, Implement, and Evaluate (ADDIE). Additionally, the faculty voted to use the Sterling Criteria for the 2006-2007 SACS CASI Quality Assurance Review Process.

Performance Results:

Robert Morgan improved its school grade by moving from a "C" school to a "B" school for the 2005-2006 school year. This improvement was the result of a school wide literacy team initiative based on data-driven curriculum development and applied technology.

Additionally, the use of the PDSA process impacted the attendance rate. The Administrative Team brainstormed (P) on causes increasing attendance and causes decreasing attendance. After grouping and prioritizing the effects on attendance, the Administrative Staff implemented (D) the use of the Automated Voice calling system to call parents when their student is absent. The resulting analysis benchmarked against the district generated attendance data (S) demonstrated Robert Morgan had the best attendance in the Miami-Dade County Public School system. As a result the Administrative team has continued to target attendance as strategic data to monitor on a daily basis (A).

Robert Morgan's strategic challenges are found in the NCLB subgroups and with the students scoring in the FCAT lower quartile.

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
X	X	X	X	X	X

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.
X	X	X	☐	X

GOAL 1 STATEMENT:

All students at Robert Morgan Educational Center will be able to read on or above grade level. All students will be literate members of society.

Needs Assessment

Based on the disaggregated 2006 FCAT Reading Test Administration, 49 percent of all students are achieving high standards in reading. Specifically, 59 percent of students in grade nine and 34 percent of students in grade ten achieved high standards in reading. Additionally, 58 percent of all students showed learning gains. Data analysis drill down reveals the NCLB subgroups proficiency levels were inadequate. In fact, 34 percent of the African-Americans, 46 percent of the Hispanics, 38 percent of the Economically Disadvantaged, 16 percent of the Limited English Proficient, and 18 percent of the Students with Disabilities demonstrated reading proficiency as defined by the state. There is no data available for the Asian and American Indian subgroups. Bench marking of cluster data, grade level and strand data indicate all students in grades nine and ten performed on par or above the district and the state average in all four content cluster areas demonstrating a need to continue and exceed our instructional strategies with regard to words and phrases, main ideas, comparisons, reference and research. Focused, organized curriculum implementation is essential in the areas of Reading and Language Arts.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
X	☐	X	X	☐	☐	X	X	X	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will demonstrate mastery reading levels as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE START	END	ALIGNMENT	BUDGET
Develop a data management team as part of the continuous improvement model of Plan, Do, Study, Act so student data on diagnostic, formative and summative assessments is consistently analyzed. This team will consist of members of both the curriculum and literacy leadership teams.	Reading and Language Arts teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Implement FCAT Chats where reading and English teachers meet with all students allowing for students to better understand personal scores and set goals to reach the	Language Arts Teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00

proficiency reading level as identified by the State.					
Increase fluency, stamina, and comprehension school wide with "TV Read-In. Students' performances will be monitored to determine the impact reading subtitles has on fluency, stamina, and comprehension.	Language Arts Teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Review, reflect, and revise Language Arts Department plan as needed to address the needs of all student levels and the subgroup Students with Disabilities.	Language Arts teachers, ESOL, Administrators and ESE teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Implement Diagnostic testing (GATES, San Diego, and MAZE) for all students.	Reading Teachers	9/20/2006	5/8/2007	Continuous Improvement Model	$500.00
Utilize data binders for individual reading teachers increasing the accessibility of individualized student data. Information from the teachers' data binders will be disaggregated to identify subgroups, used to discuss cluster data following biweekly tests, allow for adjustment in instruction, and improve instructional decision making.	Reading teachers	9/18/2006	5/14/2007	Continuous Improvement Model	$200.00
Implement a focused Reading Week prior to FCAT in order to help the students become emotionally and mentally prepared for the Exam.	Teachers	9/18/2006	5/1/2007	District-wide literacy plan	$0.00
Implement Saturday and after school reading tutoring for all Level 1 and Level 2 students. Focus will be on words and phrases and comparisons, the two lowest content cluster areas.	Vice Principal	9/18/2006	5/1/2007	District-wide literacy plan	$3000.00
Empower all Level of students through language arts classes to devise a personal prescriptive plan by analyzing and understanding their own SPI data provided by District. Students will be able to recognize the gap between achievement levels and their own scores so that they will commit to undertake remediation if necessary.	Language Arts Teachers	9/18/2006	3/21/2007	Continuous Improvement Model	$0.00
Employ a Word or Word Part of the Week program to provide enhanced vocabulary knowledge for all student Levels. The school will use all media forms to promote a selected word part.	Teachers	9/18/2006	5/1/2007	District-wide literacy plan	$0.00

Research-Based Programs

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, integrated curricula and differentiated instruction.

The Research-based programs Robert Morgan Educational Center uses are: Reading Text, Great Source Reading and Writing, Language Arts Text by Prentice Hall, Read 180, Reciprocal Teaching through the Career Education classes, Jamestown Reader, Language!.

Professional Development

Professional development will be provided in Creating Independence Through Student Owned Strategies (CRISS) training; FCAT Explorer Reading Computer Lab; Collaborative Planning and Critical Friends meetings; Differentiated Instruction training; Language!; Read 180; Diagnostic testing (GATES, San Diego, and MAZE); Plan, Do, Study, Act training for Word of the Week, FCAT Chats strategies, Reading Week strategies; and Accelerated Reader.

Evaluation

The Summative Evaluation will be the 2007 FCAT Reading Test results. Formative Assessments will be implemented through progress monitoring which will include the following: (1) Diagnostic testing (GATES, San Diego, and MAZE) at the beginning, middle and end of the year for all students in Reading classes; (2) Quarterly benchmark test results through the year will be analyzed for student enrichment and tutorials; (3) Mock FCAT Reading Tests administered for the Midterm and Final Tests in the Reading Classes; (4) evaluate tutoring students with a pretest and a posttest; and (5) Read 180 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
X	X	X	X	X	X

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.
X	X	X	☐	X

GOAL 2 STATEMENT:

All students at Robert Morgan Educational Center will score at or above grade level on the 2007 Mathematics Administration of the FCAT. All students at Robert Morgan will be able to function on or above grade level in mathematics.

Needs Assessment

Based on disaggregated data from the 2006 FCAT Mathematics assessment, 73 percent of students scored at Level 3 or above in mathematics. Grade level and strand data indicate ninth grade students performed at or above the district and state averages in all five strands. Grade 9 students exceeded the district and state averages in the areas of Number Sense, Algebraic Thinking, and Data Analysis and Probability. Grade 9 students met the district and state averages of 43 percent proficiency in the area of Measurement, and met the state average of 45 percent proficiency in Geometry.

Students in Grade 10 performed at the state averages in each strand. Grade 10 students met the district and state averages of 55 percent proficiency in Number Sense and 45 percent proficiency in Data Analysis and Probability. Grade 10 students exceeded the district averages in Measurement, Geometry and Algebraic Thinking.

The Content Cluster showing most difficulty was in Measurement for students in both grades nine (43 percent operating at mastery level) and ten (40 percent operating at mastery level). The second most difficult Content Cluster was Geometry for students in Grade 9 with 45 percent of the students scoring at mastery level followed by Number Sense 63 percent, and Data Analysis 75 percent. Results for Geometry and Algebraic Thinking for students in Grade

10 was 43 percent student proficiency in each Cluster.

Students identified in the NCLB subgroups demonstrate gaps in achievement levels. However, all but one subgroup had 50 percent of the students scoring at proficiency levels in mathematics as required by the NCLB Adequate Yearly Progress. The exception was the subgroup Students With Disabilities, which had only 33% of the students in this subgroup passing. The NCLB subgroups' scoring at or above Level 3 on the 2006 FCAT Mathematics test are as follows: White 82 percent, Black 56 percent, Hispanic 69 percent, Asian 80 percent, American Indian 100 percent, Economically disadvantaged 66 percent, and Limited English Proficiency 60 percent. As the data prescribes, RMEC will assist students in the targeted subgroup of Students with Disabilities to achieve proficiency levels as well as assisting all students to improve their proficiency levels in all strands and content clusters.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
☒	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will demonstrate mastery mathematics levels as evidenced by 75 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will demonstrate mastery mathematics levels as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement CRISS strategies such as learning logs, K-W-L, Venn Diagrams, Reciprocal Teaching, Two-Column notes, Pattern Puzzles, and one-sentence summaries.	Mathematics teachers	9/18/2006	5/1/2007	Small Learning Communities	$0.00
Implement M-DCPS Plan Do Check Act (PDCA) Continuous Improvement Model and involve teachers in the data-driven decision making model. Teacher and student performance data will be disaggregated for the purpose of analysis and instructional adjustments in the classroom.	Mathematic teachers	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Provide parents with information to enhance student achievement in mathematics through quarterly curriculum fairs, advisory council meetings, and online access to students' grades and attendance.	Mathematic teachers	9/18/2006	5/8/2007	Community Partnerships	$500.00
Identify students from the Practice SAT scores capable of entering Advanced Placement classes and recruit into advanced classes and maintain Level 3 and higher students in Advanced Classes.	Mathematic teachers, counselors, administration	9/18/2006	5/8/2007	Continuous Improvement Model	$0.00
Develop and implement curriculum maps and instructional focus calendars in correlation with the District Competency-Based Curriculum, Sunshine State Standards in Mathematics and FCAT Benchmarks emphasizing all five strands.	Mathematic teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Implement an after school tutorial program for Level 1 and Level 2 students. By using	Mathematic teachers	9/18/2006	5/8/2007	Continuous Improvement Model	$5000.00

SPI to obtain FCAT scores, students will be tutored according to their area of need.					
Provide students with contextual teaching and performance-based activities, incorporating the use of manipulative, technology and strategies to enhance problem solving and critical thinking skills.	Mathematics and Technology teachers	9/18/2006	5/8/2007	Academic Teams	$0.00

Research-Based Programs

RMEC uses the following Research-based programs: Algebra 1 Concept and Skills published by McDougal-Little in 2004; Algebra 1 published by McDougal-Little in 2004; Geometry Concept and Skills published by McDougal-Littell in 2004; Geometry published McDougal-Littell in 2004, Algebra 2 published by Prentice Hall in 2004; Algebra 1 published by Prentice Hall in 2004, Geometry published by Prentice Hall in 2004; Algebra 2 published by McDougal-Littell in 2004; Algebra & Trigonometry published by Prentice Hall in 2004; Precalculus with Limits published by Larsen in 2001; Calculus published by Larsen in 2002 and Practice of Statistics by W.H. Freeman in 2004.

Professional Development

Aligned Professional Development will encompass: attending the annual state conference of Florida Council of Teachers of Mathematics; Creating Independence through Student Owned Strategies (CRISS) training; implement Plan, Do, Study, Act process improvement model; FCAT Explorer and Riverdeep usage; curriculum development meetings for curriculum maps, manipulatives, SPI, and Inclusion; increase Academy team building activities and teaching contextually; and professional development centered on REACT (Relating, Experiencing, Applying, Cooperating, Transferring) strategies.

Evaluation

The summative evaluation will be the mathematics test results of the 2007 FCAT administration. The formative evaluations will be the district and teacher produced pretests, posttests, and assessment by progress monitoring tools. Tutoring will be evaluated by a pretest and posttest.

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
X	X	X	X	X	X

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.
X	X	X	☐	X

GOAL 3 STATEMENT:

All students at Robert Morgan Educational Center will be able to incorporate the following elements in their writing focus, organization, support, and conventions. All students at Robert Morgan will be able to communicate effectively through writing.

Needs Assessment

An analysis of the 2006 FCAT Writing+ Test results reveal 82 percent of all students in grade ten met the proficient level of 3.5. Additionally, 15 percent of all students improved their writing performance by 1 percent. This is an increase from 2005 FCAT Administration where 8 percent of all students had improved their writing scores by 1 percent. Further in-house data analysis of the 2006 FCAT Writing+ reveals a need to provide additional assistance in writing to students within the subgroup of Students with Disabilities. Moreover, the results show while overall students improved their expository average from a 3.8 in 2005 to a 4.0 in 2006, the persuasive average declined from a 4.1 in 2005 to a 4.0 in 2006. Further analysis shows the multiple-choice category of conventions was the weakest area with students averaging only 9 correct out of 16 possible points. Overall the compilation of data reveals Robert Morgan met adequate progress but has many opportunities for improvement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
X	☐	☐	☐	☐	☐	☐	☐	X	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 10 will demonstrate mastery level writing skills as evidenced by 84 percent of students scoring a 3.5 or above on the 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve students' vocabulary in all classes through a Focused "Word of the Day" Program.	Language Arts Teachers	9/18/2006	5/8/2007	Academic Teams	$0.00
Provide the 11th Grade Language Arts Teachers with the names of students who are 10+. These teachers will be responsible for providing additional writing instruction on focus, organization, support, and conventions.	Language Arts Teachers	9/18/2006	5/8/2007	Academic Teams	$0.00
Conduct a school-wide English Conference to create a focus on research and writing.	Language Arts Teachers	9/18/2006	5/1/2007	Small Learning Communities	$0.00
Develop dialogues and discussions with 9th and 10th grade students about their previous writing performance, assisting the students to understand their personal scores, and set goals to reach a proficient or improved writing level.	Language Arts Teachers	9/18/2006	5/8/2007	Continuous Improvement Model	$0.00
Administer school-wide timed FCAT Writes Pretest of expository, persuasive, and SAT/AP Prompts. The results of the pretest will be used to drive class instruction.	Language Arts Teachers	9/18/2006	5/8/2007	Continuous Improvement Model	$0.00
Develop and implement a plan to promote the writing skills of Students with Disabilities through a collaborative buy-in from ESE Language Arts teachers.	Language Arts Teachers	9/18/2006	5/8/2007	Inclusion	$0.00
Implement writing in all content areas with a minimum of two written assignments per quarter and grammar review in the Language Arts classes.	Language Arts Teachers	9/18/2006	5/8/2007	Academic Teams	$0.00
Provide multiple opportunities for students to practice writing based upon the state six-point rubric or the SAT/AP rubric. Pattern class assessments after the FCAT, SAT, and/or the AP Exams.	Language Arts Teachers	9/18/2006	5/8/2007	Mentoring Opportunities	$0.00

Provide tutoring on Saturday and after-school for all Level 1 and Level 2 students. Focus will be to assist Students With Disabilities and the weakest area, the multiple choice category of conventions	Language Arts Teachers	9/18/2006	5/8/2007	Mentoring Opportunities	$5000.00

Research-Based Programs

The Research-based programs RMEC uses are: FCAT Reading and Writing by Great Source, STAR and Prentice Hall Reading, Reading Text Great Source Reading and Writing, Language Arts Text by Prentice Hall, Read 180, Reciprocal Teaching through the Career Education classes, and Accelerated Reader.

Professional Development

All RMEC instructors will be trained in Creating Independence Through Student Owned Strategies (CRISS). Additionally, professional development will be provided for the Language Arts Teachers in Differentiated Instruction, Standards in Writing, Pre-AP strategies, SAT/AP rubric, and the Plan Do Study Act process improvement model.

Evaluation

The summative evaluation will be the 2007 FCAT Writes+ Test results. Formative evaluations will be interim writing assessments administered through all content-area classes. Tutoring will be evaluted by a pretest and a posttest.

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
X	X	X	X	X	X

Miami-Dade County Public Schools
District Strategic Plan

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X	X	X	X	X

GOAL 4 STATEMENT:

All students at Robert Morgan Educational Center will be proficient in science.

Needs Assessment

Based on the 2006 FCAT Science performance results data, 69 percent of the 11th grade students scored below proficiency in science. Physical/Chemical scores were 46 percent, an increase of 10 percent. Earth/Space stayed the same at 45 percent. Life/Environmental scores were 53 percent an increase of 17 percent. The score of Scientific Thinking remained at 58 percent. When compared to the state mean points by content, it is evident the Robert Morgan Educational Center students need to improve in all content cluster areas.

Measurable Objective

Given instruction based on the Sunshine State Standards, 50 percent of the students in grade 11 will score at Level 3 or higher on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize reciprocal teaching techniques, such as CRISS strategies, power writing, to increase student comprehension of written material impacting scientific thinking.	Science Teachers	9/18/2006	5/8/2007	District-wide literacy plan	$0.00
Monitor students' progress through lesson plans and weekly benchmark assessments.	Science Teachers	9/18/2006	5/8/2007	Continuous Improvement Model	$0.00
Implement classroom activities and project based learning (including laboratories, cooperative learning, River Deep, Gizmos: Explore Learning).	Science Teachers	9/18/2006	5/8/2007	Small Learning Communities	$0.00
Provide opportunities for all students enrolled in core science courses to complete 10 hours of science laboratory activities per quarter.	Science Teachers	9/18/2006	5/8/2007	Communities of Practice	$0.00
Implement weekly laboratories including hands-on activities with inquiry based activities to reinforce FCAT strategies. Utilize computers and projectors to present focus lessons that will reinforce the FCAT science strands.	Science Teachers	9/18/2006	5/8/2007	Small Learning Communities	$0.00
Increase parental involvement by providing access to information via the school based website listing science instructors and contacts, Science Competency based Curriculum, Sunshine State Standards, Curriculum Guides, Scope and Sequence, tutoring schedule, and links to FCAT websites to assist their own child in achieving a Level 3 or higher.	Science Teachers	9/18/2006	5/8/2007	Community Partnerships	$0.00
Expose students to career opportunities in the areas of mathematics and engineering through SECME and the Junior Environmental Symposium.	Science Teachers	9/18/2006	5/8/2007	Career Development Programs	$500.00
Provide tutorial programs after school and on Saturdays, targeting 11th grade and addressing the content cluster strands.	Science Teachers	9/18/2006	5/8/2007	Mentoring Opportunities	$5000.00

Research-Based Programs

The research based programs utilized at RMEC are as follows: Earth Science, Geology, the Environment and the Universe, Glencoe; Florida Earth Science, Holt, Reinhart & Winston; Biology, Florida Edition, Prentice Hall. The Biology programs are: Exploring Life, Prentice Hall; Physical Science with Earth Science, Glencoe.   The Chemistry research-based programs are: Matter and Change, Glencoe; Modern Chemistry, Holt, Reinhart & Winston, and Gizmos: Explore Learning, computer based simulations.

Professional Development

Professional development will be provided for the instructional staff in the following: Gizmos, Power Point, Curriculum Mapping, Vertical Teaming, CRISS training, Power Writing, CIM model, Web Max (Audio Visual Film and Video Center),River Deep, SECME, and Science Focus Lessons.

Evaluation

Summative evaluations will be based on the student scores on the 2007 FCAT Science administration. Formative weekly benchmark assessments will be administered by teachers, to monitor progress. Tutorial pretest and posttests will be given along with semester exams in each of the core science courses.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools
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X	X	X	☐	X

GOAL 5 STATEMENT:

Robert Morgan Educational Center will provide increased opportunities for parents to be involved in their children's education. Robert Morgan will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Research supports the correlation between parental involvement and high student performance. Because RMEC has a new online student report card, it is necessary to communicate and encourage parents to use this new available resource. As a result, parents will be able to gain immediate feedback on their student's progress. Robert Morgan has implemented an automated parent calling system to facilitate communication between the school and parents. The calling system will inform parents of the online student report card and other parent activities.

Measurable Objective

Given the district initiative to make student grades available to parents online, Robert Morgan Educational Center will document 50 percent of the parents utilizing the online student report card.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform and train parents on accessing their student's grades on the MDCPS's web page.	IT Department, Administration	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Continue the usage of the automated parent calling system in three languages.	Administration	9/18/2006	5/1/2007	Community Partnerships	$0.00
Send every parent a volunteer form to fill out in preparation for volunteering at the school.	Adminstration, Academy Leaders, and Leadership team	9/18/2006	5/1/2007	Mentoring Opportunities	$200.00
Advertise the Parent Resource Center in three languages.	Administration, Lead Teachers	9/18/2006	5/1/2007	Community Partnerships	$200.00
Communicate the meeting dates and times for the Parent Teacher Organization meetings. Recruit PTO members.	PTO president, PTO officers, and Administration	9/23/2006	5/8/2007	Community Partnerships	$200.00

Research-Based Programs

RMEC Research-based programs correlated to increasing parental involvement and based on National Standards for Parent/Family Involvement are: increasing the use of the online student report card, increasing the number of school volunteers, increasing the number of Parent Booster Clubs, and increasing the number of Parent Teacher Organization (PTO) members.

Professional Development

One key Professional Development linked to the success of this objective is training staff in customer service skills in order to better serve and encourage parents to feel welcomed and to participate in their student's school activities. Communicating the school improvement process to parents, communicating EESAC meeting dates, training on understanding the school grade, and training on how to access their student's grades online are parental training opportunities.

Evaluation

The success of this objective will be assessed by showing at least 50 percent of RMEC parents utilizing the online student report card documented by a Pinnacle Gradebook generated report. There is no baseline because this is the first year the online student report card has been available.

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
X	X	X	X	X	X

Miami-Dade County Public Schools
District Strategic Plan

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X	X	X		X

GOAL 6 STATEMENT:

Robert Morgan Educational Center will provide a safe and disciplined environment for all students. Robert Morgan will promote programs and practices facilitating a safe and disciplined environment for students.

Needs Assessment

The Florida School Indicators Report shows a positive trend for Robert Morgan Educational Center which had 16.4 percent in-school suspensions and 4.7 percent out-of-school suspensions for the 2003-2004 school year. Results data from 2004-2005 show RMEC had 10.1 percent in-school suspensions and 4.8 percent out-of-school suspensions. The opportunity for improvement is to further reduce the school's suspension rate.

Measurable Objective

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce its suspension rate by 1% as documented by comparing the 2006-2007 suspension rate to the 2005-2006 suspension rate.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Counsel students with Code 1 and Code 2 conduct violations.	Administration and counselors	9/18/2006	5/1/2007	Mentoring Opportunities	$0.00
Counsel students with repeat violations.	Administration and counselors	9/18/2006	5/1/2007	Mentoring Opportunities	$0.00
Meet with parents of students having repeat student code of conduct violations.	Administration and counselors	9/18/2006	5/1/2007	Community Partnerships	$0.00
Communicate the resources and the support being offered by the classroom management committee.	Administration and the Classroom Management Committee	9/20/2006	5/8/2007	Mentoring Opportunities	$100.00
Communicate classroom management resources from High Schools That Work and National Academy Standards.	Leadership Team	9/23/2006	5/8/2007	Continuous Improvement Model	$0.00

Research-Based Programs

RMEC's research-based programs are High Schools That Work Key Practice of creating a culture of continuous improvement and National Academy Standards.

Professional Development

Professional Development will be to form a committee of staff members to serve as a teacher resource for training and information on student due process and provide classroom management resources/professional development from the practices of High Schools That Work and National Academy Standards.

Evaluation

The decrease in the number of suspensions will be evaluated by the suspension rate generated by the Florida School Indicators Report and the M-DCPS School Police Automated Reporting System (SPARS 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.)

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
X	X	X	X	X	X

Miami-Dade County Public Schools
District Strategic Plan

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X	X	X	X	X

GOAL 7 STATEMENT:

Robert Morgan Educational Center will integrate technology in all curricular areas. Robert Morgan will promote equitable and universal access to technology.

Needs Assessment

Robert Morgan Education Center has five computer labs and approximately 1508 computers on both campuses. It is Robert Morgan's technology vision to have at least five computers in every classroom and to increase and update the information technology infrastructure. RMEC has an 5:1 ratio of students to computers. RMEC also has a wireless network accessible anywhere on the North and South Campuses. All faculty members have access to the web, Microsoft Office including Publisher and Visio, printers, email, and the electronic grade book Pinnacle. Comparative data show RMEC is above the district and state average in Technology Planning 2.8; Technology Support 4; Instructional Technology Support 2.5; Teacher Use of Technology 2.4; School Administrators 3.2; Student Use of Technology 2.8; Student Technology Standards 3.5; and Teacher Technology Standards 3.0. Opportunities for Improvement are in the categories of Funding 1.3; Teacher Access to Technology 1.5; Professional Development 2.5; Student Access to Technology 2.2; 21st Century Learning Tools 1.8; 21st Century Classroom 1.7; and Community Outreach 2.2. However, teachers reported, accessing the critical Student Performance Indicators (SPI) data was difficult and many teachers needed assistance. As a result, training has been offered until 100 percent of the teachers are proficient in downloading and analyzing SPI data.

Measurable Objective

Given the need for technological expertise in all areas, Robert Morgan Educational Center will implement a school-wide training for teachers on the Student Performance Indicators (SPI) to be documented by 100 percent teacher attendance on sign-in sheet.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Open the media center and its comptuer lab after school four days a week.	Media Specialists	9/18/2006	5/1/2007	School-to-Career	$5000.00
Increase the number of computers in the classrooms.	Administration	9/18/2006	5/1/2007	Career Development Programs	$5000.00
Academy Leaders, Department Chairpersons, and Teachers proficient in downloading SPI data will assist teachers not proficient.	Academy Leaders, Department Chairpersons, and Teachers	9/23/2006	12/15/2006	Mentoring Opportunities	$0.00

Research-Based Programs

The research-based programs RMEC uses are based on the National Education Technology Standards.

Professional Development

Professional development will include after school and lunch time training opportunities on the Student Performance Indicators (SPI) software.

Evaluation

Evaluation of the success of the objective will result from the number of teachers participating in the SPI training documented by the staff attendance sheets or when 100 percent of the teachers perceive themselves to be proficient in downloading SPI data.

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
X	X	X	X	☐	X

Miami-Dade County Public Schools
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X	X	X	☐	X

GOAL 8 STATEMENT:

Robert Morgan Educational Center will promote the overall health and fitness of students. Robert Morgan will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

The FITNESSGRAM 2004-2005 baseline was 3 percent for the award winners category and 40 percent for the 2005-2006 school year. To properly assess both student fitness performance and progammatic success, Robert Morgan needs to administer a pretest and posttest every quarter to determine the student health and fitness baseline measures. Additionally, RMEC will implement its after school team games in order for students to have more opportunity to improve their physical fitness.

Measurable Objective

Given the physical education requirements, Robert Morgan will increase the FITNESSGRAM Award Winners from 40 percent to 80 percent when comparing the 2006-2007 to the 2005-2006 School year FITNESSGRAM scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of students that participate in physical education activities.	Physical Education teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Evaluate students physical fitness on a quarterly basis.	Physical Education teachers	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Increase the number of students participating in the after school team sports program.	Physical Education teachers	9/18/2006	5/1/2007	Continuous Improvement Model	$500.00
Provide appropriate funds necessary to supplement the physical education program	Administration	9/18/2006	5/1/2007	Continuous Improvement Model	$500.00
Provide teachers the opportunity to use the weight room for exercise.	Physical Education teachers	9/23/2006	5/8/2007	Continuous Improvement Model	$0.00
Encourage healthy eating habits to enhance physical health.	Physical Education teachers.	9/18/2006	5/1/2007	Mentoring Opportunities	$0.00

Research-Based Programs

The Research-based programs Robert Morgan uses are the FITNESSGRAM and the Personal Fitness for You text by Roberta Stokes and Sandra L. Schultz and published by Hunter Textbooks, Inc (1998).

Professional Development

Robert Morgan's Professional Development will: include analyzing FITNESSGRAM data, increase the awareness of the importance of physical health, communicate the impact of health on student academic achievement, and increase the physical health of the staff by encouraging use of the weight room for staff exercising.

Evaluation

Evaluation will be determined by comparing the results data of the 2006-2007 FITNESSGRAM to the 2005-2006 FITNESSGRAM.

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
X	X	X	X	X	X

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X	X	X	☐	X

GOAL 9 STATEMENT:

All students at Robert Morgan Educational Center are given the opportunity to pursue a career education through their academy of choice.

Needs Assessment

The RMEC 2006 FCAT reading scores for all students achieving mastery level was 64 percent. Robert Morgan is a career education academy and college prepatory high school. Business partners, universities, and all stakeholders demand all students to be achieving reading at a mastery level. RMEC needs to improve the reading proficiency of 36 percent of its students in order for these students to be successful in their academy classes and to be career ready on completion of high school.

Measurable Objective

Given 100 percent of the RMEC student population is enrolled in self-selected career academy programs, 90 percent of the students will pass their academy class as measured by the final 2006-2007 career academy grades.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of cross academy and departmental curriculum sharing meetings.	Leadership Team	9/18/2006	5/1/2007	Career Development Programs	$0.00
Retrieve and analyze student academy grades and implement a plan of accountability for monitoring students and promoting success in their academy classes.	Leadership Team	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Provide 30 minutes of daily independent reading through student selected text, structured activities, academy related materials, and classroom libraries.	All teachers and students	9/18/2006	5/1/2007	Career Development Programs	$0.00

Research-Based Programs

The Career Education Research-based programs are: Small Animal Care and Management (Delmar Thomson Learning); Introduction to Veterinary Science (Delmar Thomson Learning); Theater-Art in Action (Prentice Hall); Glencoe Marketing Series (Glencoe); Hospitality and Tourism (Glencoe and McGraw Hill); Technology (R. Thomas Wright); Human Body in Health and Illness (Saunders); Basic Pharmacology for Nurses (Clayton Stock, A+ Certification Concepts and Practices (Prentice Hall); Digital Fundamentals (Prentice Hall); Modern Dental Assisting (Saunders); Refrigeration and Air Conditioning Technology (Delmar Thomson Learning); Microprocessors (Glencoe); Welding Skills (American Technical); Modern Automotive Technology (GW Publishers); Dreamweaver MX (lynda.com/books), Quickenbooks Pro (Slater); International Business Systems (Thomson Learning); Understanding Business and Personal Law (Glencoe); and Accounting--Real World Application and Connections (Glencoe).

Professional Development

Professional Development includes: reading strategies for academy teachers, academy team building exercises, 100 percent of the teaching staff will be CRISS trained, sharing curriculum across disciplines, and academy teachers receiving industry training.

Evaluation

The summative evaluation component will be the final 2007 Career Academy Grades. Formative evaluation will be the quarterly student grades from the Career Academy classes.

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
X	X	X	X	X	X

Miami-Dade County Public Schools

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X	X	X	X	X

GOAL 10 STATEMENT:

Robert Morgan Educational Center will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florda Department of Education shows no percentile ranking for Robert Morgan Educational Center on the State of Florida ROI Index.

Measurable Objective

Given the District Core Value to achieve organizational performance, Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Assistant Principals	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Increase number of grants submitted	Leadership TEAM	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Assistant Principals	9/18/2006	5/1/2007	District Strategic Plan	$0.00

Research-Based Programs

Robert Morgan Educational Center's Research-based programs are the continuous improvement processes based on the Sterling/Baldrige Criteria.

Professional Development

Professional Development will be to deploy, inform, and communicate Robert Morgan's efficiency goals based on the Sterling/Baldrige Criteria.

Evaluation

On the next State of Florida ROI Index publication, Robert Morgan Educational Center will achieve a 90th percentile ranking.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

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.
X	X	X	X	X

GOAL 11 STATEMENT:

All students at Robert Morgan will graduate from high school within a four-year period.

Needs Assessment

Robert Morgan is a new Academy high school. The 2006-2007 school year is the first year baseline data will be generated for the graduation rate. The unofficial graduation rate for the 2005-2006 school year was 96 percent.

Measurable Objective

Given district and state high school graduation requirements, 97 percent of the Robert Morgan Seniors will graduate in four years as documented by the district generated graduation list.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Teach Seniors how to calculate their Grade Point Average.	counselors	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Counsel all 12th grade students on their graduation status.	counselors	9/18/2006	5/1/2007	District Strategic Plan	$0.00
Teach Juniors how to calculate their Grade Point Average.	counselors	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Teach Seniors how to calculate their Grade Point Average.	counselors	9/18/2006	5/1/2007	Continuous Improvement Model	$0.00
Counsel all 11th graders on graduation requirements.	counselors	9/18/2006	5/1/2007	School-to-Career	$0.00
Distribute Senior graduation requirement checklist.	Counselors	9/18/2006	5/1/2007	School-to-Career	$0.00

Research-Based Programs

Research-based programs used by RMEC are: the National Academy Framework, High Schools That Work, Coalition of Essential Schools, the Secondary School Reform (SSR) Framework, and high school reform models that support student achievement from the Department of Education Office of Vocational and Adult Education.

Professional Development

Robert Morgan's professional development implementation is a training and informational sharing meeting facilitated by the College Assistance Program (CAP) Advisor and counselors to inform staff on graduation requirements, college entrance requirements, and training on the Secondary School Reform Framework. The informed and trained staff will support, encourage, and counsel seniors with regards to their graduation options.

Evaluation

The success of the goal will be evaluated by the results of the district generated graduation rate.

GOAL 12: OTHER

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
X	X	X	X	X	X

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.
X	X	X	X	X

GOAL 12 STATEMENT:

All postsecondary students will complete all required career education skills and Adult Basic Education classes in a timely manner. Following program completion students will be appropriately placed in jobs matching their skills and knowledge.

Needs Assessment

Data results generated from the District OCP Report show a 43 point increase in OCPs when comparing the 2005-2006 to the 2004-2005 school year. However, data results show average hours per OCP increasing from 319 to 367. This means it is taking more time for the student customer to complete OCPs and RMEC is slightly less time efficient in providing its business partners with a skilled workforce. As a result, RMEC is receiving less performance based funding over the same time period, a negative trend which will decrease RMEC's operating budget. However, RMEC did have a slight overall OCP increase for the 2005-2006 school year.

Trend data results for Literacy Completion Points: 2001-2002 results were 1499 LCPs completed; 2002-2003 show 2185 LCPs completed; 2003-2004, 1079 LCPs completed; and 2004-2005, 2838 LCPs completed, and 2005-2006, 1204 LCPs completed. This flat trend is the result closing classes due to the lack of space for postsecondary programs.

Measurable Objective

Given instruction based on the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in career training programs will improve their skills as evidenced by a one percent increase in Occupational Completion Points (OCPs) earned during the 2006-2007 school year when compared to the 2005-2006 school year as documented in the District Generated OCP Summary Report.

Given instruction based on the Florida Department of Education Curriculum Frameworks, postsecondary students enrolled in Adult Basic Education programs will improve their skills as evidenced by a one percent increase in Literacy Completion Points (LCPs) earned during the 2006-2007 school year when compared to the 2005-2006 school year as documented in the District Generated LCP Summary Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Execute random Occupational Completion Point record checks	Administration	9/18/2006	8/15/2007	Career Development Programs	$0.00
Train instructors on OCP record keeping.	Administration	9/18/2006	8/15/2007	Career Development Programs	$0.00
Communicate OCP data results every trimester.	Administration	9/18/2006	8/15/2007	Career Development Programs	$0.00
Communicate OCP data to all stakeholders.	Administration	9/18/2006	8/15/2007	Career Development Programs	$0.00
Motivate students to complete OCPs.	Instructors and Administrators	9/18/2006	8/15/2007	Career Development Programs	$0.00
Execute random record checks for all programs reporting Literacy Completion Points.	Administration and Instructors	9/18/2006	8/15/2007	District-wide literacy plan	$0.00
Train new instructors on LCP record keeping.	Administrators	9/18/2006	8/15/2007	District Strategic Plan	$0.00
Communicate LCP statistics to all stakeholders.	Administrators and instructors	9/18/2006	8/15/2007	Inclusion	$0.00
Motivate students to complete LCPs in a timely manner.	Instructors	9/18/2006	8/15/2007	Mentoring Opportunities	$0.00

Research-Based Programs

Occupational Completion Points are based on industry requirement standards and vary from program to program. Each career education program must meet the quality control standards of its respective industry and its accreditation body the College of Education (COE). Additionally, each career program must meet the District and State Standards. The Career Education Research-based programs RMEC uses are: Small Animal Care and Management (Delmar Thomson Learning); Introduction to Veterinary Science (Delmar Thomson Learning); Theater-Art in Action (Prentice Hall); Glencoe Marketing Series (Glencoe); Hospitality and Tourism (Glencoe and McGraw Hill); Technology (R. Thomas Wright); Human Body in Health and Illness (Saunders); Basic Pharmacology for Nurses (Clayton Stock, A+ Certification Concepts and Practices (Prentice Hall); Digital Fundamentals (Prentice Hall); Modern Dental Assisting (Saunders); Refrigeration and Air Conditioning Technology (Delmar Thomson Learning); Microprocessors (Glencoe); Welding Skills (American Technical); Modern Automotive Technology (GW Publishers); Dreamweaver MX (lynda.com/books), Quickenbooks Pro (Slater); International Business Systems (Thomson Learning); Understanding Business and Personal Law (Glencoe); and Accounting--Real World Application and Connections (Glencoe).

Research-based Programs for Adult Basic Education are: Language Builder 1, 2, and 3 (McGraw Hill), Philip Roy Basic Skills curriculum software, PaceWare, Learning 100 Reading Program software, Skills Bank 4 software, My Skills Tutor.com (online skills program), and the Quantum Reading Series Software.

Professional Development

Professional Development for staff is a continuous improvement process. Because the postsecondary curriculum must be aligned with RMEC business partners' requirements, professional development is continuously adapting to the needs of each career program's business partners. All business partners provide money, equipment, and training for staff in addition to the Florida Standards Based curriculum requirements. Other professional development is deployed through monthly meetings with instructional supervisors to communicate local and state mandates, communication through industry web sites, department meetings for sharing best practices, advisory council meetings, and participation in professional organization conferences.

Evaluation

Evaluation of the Occupational Completion Points will be from the results data generated every Trimester from the District's OCP Report. OCP Completion Rate, OCP Placement Rate, and Hours per OCPs will be disaggregated and analyzed each trimester to synthesize trend data.

Evaluation of the Literacy Completion Points will be the data generated every Trimester from the District's LCP Report. LCP Completion Rate and Hours per LCPs will be disaggregated and analyzed each trimester to synthesize trend data.

EESAC Compliance

YES	NO	
☒	☐	***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.***

Budget:

The EESAC solicits funding requests from the Robert Morgan Educational Center's staff. The EESAC then carefully considers each request for the EESAC monies, discusses the needs with regards to student and school-wide impact, efficient use of funds, and finally awards requests after a majority vote.

Training:

EESAC members receive yearly training from the Department of School Quality Improvement. Additionally, the EESAC receives training in the application of the Sterling Criteria such as customer service, employee satisfaction, and the continuous improvement model of plan, do, study, act. The committee has used other quality process improvement tools of: brain storming, affinity diagraming, pareto chart, multi voting, and consensus building.

Instructional Materials:

EESAC supports and provides funding for the after-school and Saturday tutoring. The approach of impacting as many students as possible, helps to improve the performance of all students in all subject areas. The EESAC has also provided funds for supplemental text books.

Technology:

The EESAC gave monies to the IT Department during the 2003-2004 school year to update the technology infrastructure on the South Campus. The project was completed resulting in faster access to the internet and intranet for the South Campus staff and students. The EESAC continues to provide support for technology projects at RMEC such as the school weather station.

Staffing:

The EESAC has provided transportation for the after school and Saturday FCAT tutoring sessions. This includes hiring two bus drivers three days a week for approximately three hours. Several of the EESAC members have served on the teacher and administrator hiring committees.

Student Support Services:

The EESAC has allocated monies to buy tutoring materials in order to target the Level 1 and Level 2 students who did not achieve Adequate Yearly Progress. These tutoring materials help meet the needs of student who are not performing at grade level and therefore not able to utilize the regular classroom grade level materials.

Other Matters of Resource Allocation:

The EESAC has provided monies for the yearly awards ceremony sponsored by Student Activities. The Academy Awards ceremony rewards students in many categories and encourages students to strive for excellence in all areas of their lives. For example, awards are given to students who exemplify in their daily student activities any one of the RMEC Core Values.

Benchmarking:

The EESAC uses comparative data in its decision making process. When staff submit requests for EESAC monies, the committee will compare impacts and results from schools similar to Robert Morgan. This process assists the EESAC in making more informed and scientific decisions.

School Safety & Discipline:

The EESAC is given school updates from the Principal's report at every EESAC meeting. A section of this report is feedback on school safety issues such as the traffic problems during school start and school dismissal times. The EESAC brainstorms and gives recommendations as to possible solutions to the issues on school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	$3,700.00
Goal 2: Mathematics	$5,500.00
Goal 3: Writing	$5,000.00
Goal 4: Science	$5,500.00
Goal 5: Parental Involvement	$600.00
Goal 6: Discipline & Safety	$100.00
Goal 7: Technology	$10,000.00
Goal 8: Health & Physical Fitness	$1,000.00
Goal 9: Electives & Special Areas	$0.00
Goal 10: Return On Investment	$0.00
Goal 11: Graduation (High Schools Only)	$0.00
Goal 12: Other	$0.00
Total:	$31,400.00

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